

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.1 WIDA: 2 Reading Speaking	Answer questions such as who, what where, when, and how about key details in a text.				VU	Question words (who, what, when, where, why, how)
					LFC	Verb and verb phrases (Do/does; is/are)
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer questions in L1 and/or answer “yes/no” or either/or questions about the text with single words or phrases	Answer “WH-” questions about the text using simple phrases and simple sentences with general language related to topic or content areas.	Answer questions in simple sentences with general and some key content based vocabulary.	Answer questions in complete sentences using specific and some content based vocabulary. Use a variety of sentence lengths.	Answer questions using complex sentences with specific and content based vocabulary. Use a variety of sentence lengths with embedded clauses.	
Learning Supports	Story Map Word Wall Template (teacher model) Partner Work L1 support Gestures Pictures/Photographs	Story Map Word Wall Template (teacher model) Partner Work L1 support Sentence Frames Pictures/Photographs	Story Map Word Wall Template (teacher model) Partner Work	Story Map	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.3 WIDA: 2 Reading Speaking	Describe how characters respond to major events and challenges in a story			Describe actions of characters <i>using a story map</i> .	VU	Characters, event, challenge
					LFC	Adjectives/noun, adverbs/verb placement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with key content based single words, gestures or answering yes/no or either/or questions.	Describe how characters respond to major events and challenges in a story in L1 and/or in phrases with sentence frames.	Describe how characters respond to major events and challenges in a story using simple sentences, general and key content based vocabulary.	Describe how characters respond to major events and challenges in a story using complete sentences, specialized and some content based vocabulary.	Describe how characters respond to major events and challenges in a story using complex sentences with content based language	
Learning Supports	Story Map Word Wall Pictures/Photographs L1 support Gestures Choice Questions	Story Map Word Wall Pictures/Photographs Partner Work L1 support Sentence Frames	Story Map Pictures/Photographs Word Wall	Story Map	Story Map.	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL2.5 WIDA: 2 Reading Speaking	Describe the overall structure of a story		Describe story events	VU	Story elements: beginning, middle, end, characters, setting, problem, solution	
				LFC	Transition words	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the structure of a story in L1 and/or in single words, gestures or answering choice questions pointing and gesturing.	Describe the overall structure of the story in phrases and short sentences with general vocabulary.	Describe the overall structure of a story in simple sentences with key content based vocabulary.	Describe the overall structure of a story in complete sentences with content based vocabulary.	Describe the overall structure of a story in complex, detailed sentences with grade level vocabulary.	
Learning Supports	Story Map Pictures/Photographs Word Wall L1 support Choice Questions	Story Map Pictures/Photographs Word Wall L1 support Sentence Frames	Story Map Pictures/Photographs Word Wall	Story Map	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL2.5 WIDA: 2 Reading Speaking	Describe how the beginning of a story introduces the story and the ending concludes the action.			Describe the beginning and ending of a story <i>using a timeline.</i>	VU	<b>Introduction, conclusion</b>
					LFC	Transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe how the beginning introduces the story and the ending concludes the action in L1; and/or identify the beginning and end of a story by pointing at pictures and/or saying single words.	Describe how the beginning introduces the story and the ending concludes the action in L1; and/or in phrases with key content based vocabulary.	Describe how the beginning introduces the story and the ending concludes the action in simple sentences with general and key content based vocabulary.	Describe how the beginning introduces the story and the ending concludes the action by using transitional phrases in complete sentences with some content based vocabulary.	Describe how the beginning introduces the story and the ending concludes the action by using transitional phrases in complex, detailed sentences with grade level content based vocabulary.	
Learning Supports	Learning Supports	Timeline Word Wall Gestures L1 support Pictures/Photographs	Timeline Word Wall Sentence Frames L1 support Pictures/Photographs	Timeline Word Wall	Timeline.	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL2.4 WIDA: 4 Reading	Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem or song.			Identify poetic features (stanzas, lines, verses and rhymes) <i>using a model poem</i> .	VU	Rhythm, poem
					LFC	Poetic "sentences"
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify examples of poetic features in L1 and/or examples of rhymes and rhythm in simple poems, songs or chants.	Identify examples of poetic features in L1 and/or in appropriately leveled stories, poems or songs.	Identify poetic features in appropriately leveled stories, poems or songs.	Identify poetic features in approaching grade level stories, poems or songs.	Identify poetic features in grade level stories, poems or songs.	
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs Story Map			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL2.4 WIDA: 4 Reading	Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem or song.		Identify poetic features (stanzas, lines, verses and rhymes) <i>using a model poem</i> .	VU	Rhythm, poem	
				LFC	Poetic “sentences”	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify examples of poetic features in L1 and/or examples of rhymes and rhythm in simple poems, songs or chants.	Identify examples of poetic features in L1 and/or in appropriately leveled stories, poems or songs.	Identify poetic features in appropriately leveled stories, poems or songs.	Identify poetic features in approaching grade level stories, poems or songs.	Identify poetic features in grade level stories, poems or songs.	
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs Story Map			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL2.6; SL2.6 WIDA: 2 Reading Speaking	Describe differences in story characters' points of view in complete sentences, including using a different voice for each character when reading dialogue aloud.		Describe differences about specific characters based on what the character says (dialogue) and does (action) <i>using props and partners</i> .	VU	Point of view	
				LFC	Mechanics (punctuation marks as dialogue and expression)	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify differences in story characters' points of view by speaking in a different voice in L1 and/or in an appropriately leveled text by repeating words and using proper voice inflection.	Describe differences in story characters' points of view by speaking in a different voice in L1 and/or in appropriate leveled text by restating phrases with proper voice inflection.	Describe differences in story characters' points of view in appropriate leveled text by speaking in a different voice and matching simple sentences/quotes and voice inflection with characters in the story.	Describe differences in story characters' points of view in approaching grade level texts by speaking in a different voice and identifying direct quotes and voice inflection using complete sentences with some content based vocabulary.	Describe differences in story characters' points of view in grade level texts by speaking in a different voice and identifying direct quotes and voice inflection using complex, detailed sentences with content based vocabulary.	
Learning Supports	Manipulatives Pictures/Photographs Word Wall L1 support Adapted Text	Manipulatives Pictures/Photographs Word Wall L1 support Sentence Frames Adapted Text	Manipulatives Pictures/Photographs Adapted Text	Manipulatives	Manipulatives	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.2.1.a,b,c; L.2.6 WIDA: 1-5 Reading Speaking	Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion and asking for clarification when necessary using familiar words and phrases.		Ask and answer clarifying information questions based on information and behaviors presented following prior agreed upon rules for speaking and listening <i>using a word wall and speaking rules poster.</i>		VU	Words and phrases connected to rules for speaking and listening
					LFC	Register of language and form to ask questions for clarification
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or with single words and memorized routines in English, responding to discourse rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in L1 and or in short phrases in English with general vocabulary, responding to discourse rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in simple sentences with general and some key content based vocabulary, responding to group rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in complete sentences with some content based vocabulary following group rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in detailed sentences with content based vocabulary, responding to group rules and procedures using culturally appropriate verbal and nonverbal cues.	
Learning Supports	Partner Work Word Wall Visuals L1 support Posters in Native and English language	Partner Work Word Wall Visuals L1 support Posters in Native and English language	Triads or Small Groups Word Wall Posters	Triads or Small Groups Posters	Triads or Small Groups Posters	



Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.2.3; L.2.1.d; L.2.2.d WIDA: 2 Reading Speaking Writing	Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs, and a closing sentence.		Describe people, places, things, and actions to retell past events <i>using a story map</i> .		VU	Narrative, temporal words
					LFC	Past tense irregular verbs and temporal phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe people, places, things, and actions to retell past events by writing to develop a narrative in L1 and/or by drawing and writing single words with pictures and/or copying completed models.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative in L1 and/or with short phrases to complete sentence frames.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative with simple sentences and key content based vocabulary.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative with complete sentences and some content based vocabulary.	Describe people, places, things, and actions to retell past events using the writing process to develop a detailed narrative with complex sentences and content based vocabulary.	
Learning Supports	Story Map Template Word Wall Sentence Starters Cloze sentences L1 support	Story Map Template Word Wall Sentence Starters Sentence Frames L1 support	Story Map Template Word Wall	Story Map	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.1.b WIDA: 1,2 Reading Speaking Writing	Form and use frequently occurring irregular plural nouns .	Form and use frequently occurring plural nouns (e.g. feet, children, mice, fish) <i>using sentence strips.</i>			VU	
					LFC	
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Recognize and use key frequently occurring irregular plural nouns by matching single words to pictures.	Form and use frequently occurring irregular plural nouns in speaking and writing using phrases with key content based vocabulary.	Form and use frequently occurring irregular plural nouns in speaking and writing using simple sentences and key content based vocabulary.	Form and use frequently occurring irregular plural nouns in speaking and writing using complete sentences with some content based vocabulary.	Form and use frequently occurring irregular plural nouns in speaking and writing using detailed sentences of varying lengths with content based vocabulary.	
Learning Supports	Pictures/Photographs L1 support Word Wall	Pictures/Photographs Sentence Frames L1 support Word Wall	Pictures/Photographs			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
WIDA: 2 Reading Speaking	Predict the meaning of compound words based on grade two reading and content using the meaning of individual words.			Predict the meaning of compound words based on the meaning of individual words <i>using <b>previously known words</b> and pictures.</i>	VU	Meaning of single words which create the compound word
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Predict the meaning of compound words based on appropriately leveled reading texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on based on appropriately leveled reading texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on appropriately leveled reading texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on approaching grade level texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on grade two level texts by inferring the meaning from previously known words.	
Learning Supports	Adapted Text L1 support Pictures/Photographs Word strips Word Wall	Adapted Text L1 support Pictures/Photographs Word strips Word Wall	Adapted Text Pictures/Photographs Word strips Word Wall	Adapted Text		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.2.5a WIDA: 2 Reading Speaking Writing	Identify real-life connections between words and their use.		Identify connections between words and their use <i>using a semantic web</i> .		VU	<b>Adjectives</b>
					LFC	Adjectives, conjunctions
					LC	Varies by level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>	
Language Objectives	Identify real-life connections between words and their uses by describing their characteristics orally and in writing in L1 and/or using single words and pictures in English.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing in L1 and/or using phrases with key content based vocabulary.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using simple sentences and key content based vocabulary at the student’s appropriate reading level.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using complete sentences with some content based vocabulary at an approaching grade two reading level.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using detailed sentences of varying lengths with content based vocabulary at grade two reading level.	
Learning Supports	Web Pictures/Photographs Template Partner Work L1 support	Web Pictures/Photographs Template Sentence Frames Partner Work L1 support	Web Pictures/Photographs Template	Web		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.5b WIDA: 2-5 Speaking Writing	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).	Apply words with different shades of meaning among closely related words by using “just the right word” in speaking and writing <i>using a paint strips to identify the “different shades.”</i> .			VU	Lists of words with nuanced meaning
					LFC	Verbs and adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by selecting between two familiar key content based words.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by using selected key content based words and phrases.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in simple sentences with key content based vocabulary and controlled text.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in complete sentences with some content based vocabulary.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in detailed sentences of varying lengths and content based vocabulary.	
Learning Supports	Word strips Word Wall L1 support Pictures/Photographs Partner Work	Word strips Word Wall Sentence Frames L1 support Pictures/Photographs Partner Work	Word strips Word Wall Template.	Word strips		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.b WIDA: 1-2 Writing	Use commas in greetings and closings of letters.				VU	Parts of a letter (greeting, date, body, closing, signature)
					LFC	Word usage and functions (greetings and closings)
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter in L1 and/or by punctuating greetings and closings, first in isolation, then in context of a friendly letter.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter in L1 and/or with phrases and key content based vocabulary at the appropriate level expectations.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter with simple sentences of and key content based vocabulary at the appropriate level expectations.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter with complete sentences and some content based vocabulary at approaching grade level expectations.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter with detailed sentences of varying lengths and content based vocabulary at grade level expectations.	
Learning Supports	Word Wall L1 support Pictures/Photographs	Word Wall Sentence Frames L1 support Pictures/Photographs	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.c WIDA: 2 Writing	Use an apostrophe to form contractions and frequently occurring possessives.	Construct contractions and possessives <i>using models</i> .			VU	Content words to make contractions and possessives
					LFC	Sentences with contractions and possessives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use an apostrophe to form frequently occurring contractions and possessives in isolation and in controlled phrases.	Use an apostrophe to form frequently occurring contractions and possessives in isolation and in phrases.	Use an apostrophe to form contractions and frequently occurring possessives in isolation and in controlled writing tasks.	Use an apostrophe to form contractions and frequently occurring possessives in isolation and in writing on near grade level topics.	Use an apostrophe to form contractions and frequently occurring possessives in isolation and in extended writing on grade level topics.	
Learning Supports	Model of contractions possessive form Word Wall L1 support Pictures/Photographs Adapted Text	Model of contractions possessive form Word Wall Sentence Frames L1 support Pictures/Photographs	Model of contractions possessive form Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.2.2 WIDA: 2 - 5 Reading Speaking	Identify the main topic of a multi-paragraph text.		Read and orally identify the main focus of an informational multi-paragraph text <i>using a Graphic Organizer</i> .	VU	Main topic
				LFC	Sentence structure unique to content area
				LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and orally identify the main idea of an informational adapted multi-paragraph text read aloud by viewing and pointing to illustrations and key words using L1 support, Graphic Organizers and working with a partner.	Read and orally identify the main idea of an informational multi-paragraph text in L1 and/or read aloud in English by matching illustrations to key words and phrases.	Read and identify the main idea of an informational multi-paragraph adapted text by answering orally in simple sentences with key content based vocabulary.	Read and identify the main idea of an informational multi-paragraph approaching grade level text by answering orally in complete sentences with some content based vocabulary.	Read and identify the main idea of an informational multi-paragraph grade level text by answering orally in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Main idea Graphic Organizer Word Wall Triads or Small Groups L1 support Illustrations/Diagrams/Drawings	Main idea Graphic Organizer Word Wall Triads or Small Groups L1 support Illustrations/Diagrams/Drawings Sentence Frames Sentence Starters	Main idea Graphic Organizer Word Wall Triads or Small Groups	Main idea Graphic Organizer	



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.4; L.2.4a WIDA: 2 - 5 Reading Speaking	Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.			Make connections between known and unknown words <i>using a guiding questions checklist</i> .	VU	
					LFC	Sentences with context clues added
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Make connections about the meaning of content based words in L1 and/or general and content based words in an adapted text by using sentence level context clues, schemata and cognates to determine the meaning of unknown words.	Make connections about the meaning of content based words in L1 and/or general and content based words in an adapted text by using sentence level context clues, schemata and cognates to determine the meaning of unknown words.	Make connections about the meaning of content based words in an adapted text by using sentence level context clues, cognates and schemata to determine the meaning of unknown words.	Make connections about the meaning of content based words in a grade level text by using sentence level context clues, cognates and schemata to determine the meaning of unknown words.	Make connections about the meaning of content based words in a grade level text by using sentence level context clues, cognates and schemata to determine the meaning of unknown words.	
Learning Supports	Guiding questions checklist with picture cues Word Wall Picture Dictionaries L1 support Native Language Discussion	Guiding questions checklist with picture cues Word Wall Picture Dictionaries L1 support Native Language Discussion	Guiding questions Checklist Word Wall Picture Dictionaries Partner Work	Guiding questions checklist		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.a WIDA: 1, 2 Reading Speaking	Read regularly spelled one syllable words correctly by distinguishing long and short vowels.	Read and apply regularly spelled vowel sounds successfully <i>by using vowel charts</i> .			VU	Word families
					LFC	Subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read regularly spelled general one syllable words composed of a variety of long and short vowel sounds in single words or short phrases.	Read regularly spelled general one syllable words composed of a variety of long and short vowel sounds in short phrases.	Read regularly spelled general and key content based, one syllable words in adapted text.	Read regularly spelled general and some content based, one syllable words composed of a variety of short and long vowel words in approaching grade level text.	Read regularly spelled content based, one syllable words composed of a variety of short and long vowel sounds with fluency in grade level texts.	
Learning Supports	Illustrations Diagrams Drawings Vowel charts Word Wall L1 support	Illustrations Diagrams Drawings Vowel charts Word Wall L1 support	Illustrations Diagrams Drawings Vowel charts Word Wall	Vowel charts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.b.c.f WIDA: 2 Reading Speaking	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams.			Decode high frequency regular and irregular one and two-syllable words containing long and short vowels and common vowel teams <i>using pictures and vowel charts.</i>	VU	Long and short vowel sounds
					LFC	Subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read selected high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams from appropriately leveled texts.	Read selected high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams from appropriately leveled texts.	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams in adapted texts.	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams in approaching grade level texts.	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams in grade level texts.	
Learning Supports	Vowel chart Adapted Text Pictures/Photographs L1 support	Vowel chart Adapted Text Pictures/Photographs L1 support	Vowel chart Pictures/Photographs	Vowel chart		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.a WIDA: 2-5 Reading Speaking	Read grade-level text with purpose and understanding.	Read text and orally explain the purpose and demonstrate comprehension <i>by using Graphic Organizers.</i>			VU	Appropriate leveled key content based vocabulary
					LFC	Sentence structure appropriate to ELP level
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences key content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.	
Learning Supports	Adapted Text L1 support Choice Questions Graphic Organizer Outlines Word Wall	Adapted Text L1 support Sentence Frames Graphic Organizer Outlines Word Wall	Graphic Organizer Outlines Word Wall	Graphic Organizer Outlines		

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RF.2.4.b WIDA: 2 - 5 Reading Speaking	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		Read text orally and apply phonetic rules and schemata to read text with sufficient fluency and accuracy <i>using phonics chart and illustrations</i> .	VU	<b>Pace, fluency</b>
				LFC	Sentence structure related to ELP level and demonstrate understanding of punctuation when reading aloud
				LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read single words from appropriately leveled text orally with accuracy, appropriate rate, and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read short phrases from appropriately leveled text orally with accuracy, appropriate rate, and expression.	Read adapted text orally with accuracy, appropriate rate, and expression on successive readings.	Read approaching grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Learning Supports	Phonics chart Illustrations/Diagrams/Drawings L1 support Word Wall	Phonics chart Illustrations/Diagrams/Drawings L1 support Word Wall	Phonics chart Illustrations/Diagrams/Drawings		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.3 WIDA ELDS: 2 Reading Speaking	Describe how characters in a story respond to major events and challenges.			Describe actions of characters <i>using a story map and/or a character web.</i>	VU	Character, event, challenge
					LFC	Present and past progressive
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with key content-based single words, gestures or answering yes/no or either/or questions.	Describe how characters respond to major events and challenges in a story in L1 and/or in phrases with sentence frames.	Describe how characters respond to major events and challenges in a story using simple sentences, general and key content-based vocabulary.	Describe how characters respond to major events and challenges in a story using complete sentences, specialized and some content-based vocabulary.	Describe how characters respond to major events and challenges in a story using complex sentences with content-based language	
Learning Supports	Story map Word wall Pictures L1 support Webs Gestures Choice questions	Story map Word wall Pictures L1 support Webs Prompts from a Partner Sentence frames	Story map Pictures Word wall	Story map	Story map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.3 WIDA ELDS: 2 Reading Speaking	Describe how characters in a story respond to major events and challenges.	Describe actions of characters <i>using a story map and/or a character web.</i>			VU	Character, event, challenge
					LFC	Present and past progressive
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with key content-based single words, gestures or answering yes/no or either/or questions.	Describe how characters respond to major events and challenges in a story in L1 and/or in phrases with sentence frames.	Describe how characters respond to major events and challenges in a story using simple sentences, general and key content-based vocabulary.	Describe how characters respond to major events and challenges in a story using complete sentences, specialized and some content-based vocabulary.	Describe how characters respond to major events and challenges in a story using complex sentences with content-based language	
Learning Supports	Story map Word wall Pictures L1 support Webs Gestures Choice questions	Story map Word wall Pictures L1 support Webs Prompts from a Partner Sentence frames	Story map Pictures Word wall	Story map	Story map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.7 WIDA ELDS: 2 Reading Speaking	Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.	Describe character traits, setting or plot <i>using illustrations, word choices and a word wall.</i>			VU	Traits, word choice
					LFC	Descriptive terms
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe character traits, setting or plot in L1 and/or using single words to answer choice questions.	Describe character traits, setting or plot in L1 and/or using phrases to complete sentence frames in English.	Describe character traits, setting or plot using simple related sentences and key content-based vocabulary.	Describe character traits, setting or plot using complete sentences and key content-based vocabulary.	Describe character traits, setting or plot using complex sentences and content-based vocabulary.	
Learning Supports	Illustrations Word wall L1 support Cloze sentences Choice questions	Illustrations Word wall L1 support Sentence frames	Illustrations Word wall	Illustrations	Illustrations	



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.1 WIDA ELDS: 2-5 Reading Speaking	Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.			Ask and answer questions related to “wh” questions (i.e. who, what, when, and where) using information from text <i>using a graphic organizer and/or word wall.</i>	VU	Question words: who, what, when, and where
					LFC	Verb, verb phrases, interrogative and declarative sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer “who, what, when, and where” questions from leveled text in L1 and/or in single words that represent ideas using phrase patterns and general, content-related vocabulary.	Ask and answer “wh” questions from leveled text in L1 and/or phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Ask and answer questions from adapted text in simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Ask and answer questions from grade 1-2 text complexity level in expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Ask and answer questions from grade level text in clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Graphic organizer L1 text and/or support Leveled text Word wall	Graphic organizer L1 text and/or support Leveled text Word wall	Graphic organizer Leveled text Word wall Partner Graphic organizer	Graphic organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.2 WIDA ELDS: 2-5 Reading Speaking	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		Identify orally the main idea of a multi-paragraph text <i>using a graphic organizer</i> .	VU	<b>Main idea</b>	
				LFC	Simple related sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the main idea of a multi-paragraph text in L1 and/or a leveled text read aloud by viewing and pointing to illustrations and key words and/or answering choice questions.	Identify the main idea of a multi-paragraph text in L1 and/or a leveled text read aloud in English by matching illustrations to key words and phrases.	Identify the main idea of a multi-paragraph text by answering orally in complete sentences with some content-based vocabulary.	Identify the main idea of a multi-paragraph text by answering orally in complete sentences with some content-based vocabulary.	Identify the main idea of a multi-paragraph text by answering orally in detailed sentences of varying lengths with content-based vocabulary.	
Learning Supports	Graphic organizer Word wall Pictures L1 text and/or support Gestures Yes/no or either/or Graphic organizer Word wall Pictures L1 text and/or support Sentence frames	Graphic organizer Word wall	Graphic organizer			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.3 WIDA ELDS: 2-5 Reading Speaking	Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.		Describe the relationship between a series of historical events, scientific ideas, concepts or procedures <i>using timelines</i> .		VU	Historical, relationship, scientific, timeline
					LFC	Nouns, pronouns, conjunctions, transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe connections between a series of historical events in L1 and/or match pictures with information using single words or phrase patterns and general, content-related vocabulary.	Describe connections between a series of historical events in L1 and/or identify important information from using phrases and short sentences with formulaic patterns and general, content-based vocabulary.	Describe connections between a series of historical events using simple sentences with repetitive structures and key, content-based vocabulary.	Describe connections between a series of historical events using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Describe connections between a series of historical events using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	L1 text and/or support Leveled text Partner Pictures Timelines	L1 text and/or support Leveled text Partner Timelines	Adapted text Timelines Small groups	Timelines	Timelines	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.4; RI.2.5 WIDA ELDS: 2 Reading Speaking	Identify and use various text features (e.g., captions), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic.			Answer comprehension questions by applying information gained from text features and the text <i>using pictures and graphs</i> .	VU	<b>Captions, charts, graphs</b>
					LFC	Prepositional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer comprehension questions in L1 by applying information gained from text features and/or in English using gestures and single key words from leveled text read aloud.	Answer comprehension questions in L1 by applying information gained from text features and/or in English using short phrases and key content-based vocabulary from leveled text read aloud.	Answer comprehension questions by applying information gained from text features in adapted grade level text using simple sentences and key content-based vocabulary.	Answer comprehension questions by applying information gained from text features in texts within the grade 1-2 complexity level using complete sentences and some content-based vocabulary.	Answer comprehension questions by applying information gained from text features in grade level text using detailed sentences of varying length and content-based vocabulary.	
Learning Supports	Graphs Leveled text L1 text and/or support Pictures Gestures	Graphs Leveled text L1 text and/or support Pictures	Graphs Adapted text	Graphs		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.6 WIDA ELDS: 2-5 Reading Speaking	Identify the main purpose of a text and what the author wants to answer, explain, or describe.		Identify whether the author's purpose is to answer, explain, or describe in the text <i>using guiding questions</i> .	VU	Identify, purpose	
				LFC	Subject-verb agreement	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify whether the author's purpose is to explain or describe using L1 and/or by pointing to pictures that represent an explanation or description.	Identify whether the author's purpose is to answer, explain, or describe using L1 and/or by matching phrases and short sentences with pictures and purpose.	Identify whether the author's purpose is to answer, explain, or describe producing simple sentences using repetitive structures and key, content-based vocabulary.	Identify whether the author's purpose is to answer, explain, or describe producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Identify whether the author's purpose is to answer, explain, or describe using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	L1 text and/or support Leveled text Guiding questions Pictures Gestures	L1 text and/or support Leveled text Guiding questions Illustrations Phrases	Adapted text Guiding questions	Guiding questions	Guiding questions	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.8 WIDA ELDS: 2-5 Reading Speaking	Describe how reasons support specific points the author makes in a text.			Describe the reasons the author gives to support his point of view <i>using a graphic organizer</i> .	VU	Describe
					LFC	Present progressive text, adverbs, adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the reasons the author gives to support his point of view in L1 and/or using single words that represent ideas of supporting points found in the text.	Describe the reasons the author gives to support his point of view using L1 and/or using formulaic phrase patterns and general, content-based vocabulary.	Describe the reasons the author gives to support his point of view by using simple sentences with repetitive patterns and key content-based vocabulary.	Describe the reasons the author gives to support his point of view producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Describe the reasons the author gives to support his point of view using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	L1 text and/or support Partner Visuals Graphic organizer	L1 text and/or support Partner Visuals Graphic organizer	Small groups Visuals Graphic organizer			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.8 WIDA ELDS: 2-5 Reading Speaking	Describe how reasons support specific points the author makes in a text.		Describe the reasons the author gives to support his point of view <i>using a graphic organizer</i> .	VU	Describe	
				LFC	Present progressive text, adverbs, adjectives	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the reasons the author gives to support his point of view in L1 and/or using single words that represent ideas of supporting points found in the text.	Describe the reasons the author gives to support his point of view using L1 and/or using formulaic phrase patterns and general, content-based vocabulary.	Describe the reasons the author gives to support his point of view by using simple sentences with repetitive patterns and key content-based vocabulary.	Describe the reasons the author gives to support his point of view producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Describe the reasons the author gives to support his point of view using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	L1 text and/or support Partner Visuals Graphic organizer	L1 text and/or support Partner Visuals Graphic organizer	Small groups Visuals Graphic organizer			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.9 WIDA ELDS: 2-5 Reading Speaking	Compare and contrast the most important points presented by two texts on the same topic.		Compare and contrast the main points in two texts with the same theme <i>using a Venn Diagram</i> .		VU	Compare and contrast, Venn diagram
					LFC	Adjectives, conjunctions, comparatives, superlatives
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Compare and contrast two similarly themed stories using L1 and/or use single words that represent ideas using phrase patterns and general, content-related vocabulary.	Compare and contrast two similarly themed stories using L1 and/or using phrases and short sentences in formulaic sentence patterns and general, content-based vocabulary.	Compare and contrast two similarly themed stories from two adapted texts using simple related sentences with repetitive patterns and key content-based vocabulary.	Compare and contrast two similarly themed stories from text within the grade 1-2 text complexity level using complete sentences of emerging complexity with content-based vocabulary.	Compare and contrast two similarly themed grade level stories producing clear and coherent ideas using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports		L1 text and/or support Venn diagram Small group Pictures Gestures	L1 text and/or support Venn diagram Small group Sentence frames	L1 text and/or support Venn diagram	Venn diagram	Venn diagram



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.b WIDA ELDS: 2 Reading Speaking	Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. ai, ea, ee, ie, oa, oo); for vowel diphthongs (e.g. au, ou/ow, oi/oy); for r-controlled vowels (e.g. ar, er, ir, or, Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels.	Apply vowel pattern rules, when reading, <i>using pictures and vowel chart.</i>			VU	Digraph, diphthongs
					LFC	Follow directions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply vowel pattern rules, when reading common, known, single words.	Apply vowel pattern rules, when reading words and phrases from leveled texts.	Apply vowel pattern rules, when reading from leveled texts.	Apply vowel pattern rules, when reading from texts with grade 1-2 complexity levels.	Apply vowel pattern rules, when reading from grade level texts.	
Learning Supports	Partner Word Wall Vowel Chart Visuals L1 support Manipulatives	Partner Word Wall Vowel Chart Visuals L1 support Manipulatives	Partner Word Wall	Partner		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.f WIDA ELDS: 2 Reading Speaking	Sight-read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.	Read regularly and irregularly spelled words with fluency and accuracy <i>using visuals, word walls and vowel charts.</i>			VU	<b>Fluency</b>
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read regularly and irregularly spelled, single words with fluency and accuracy.	Read regularly and irregularly spelled words and phrases with fluency and accuracy	Read regularly and irregularly spelled words with fluency and accuracy in leveled texts.	Read regularly and irregularly spelled words with fluency and accuracy in texts with grade 1-2 text complexity levels.	Read regularly and irregularly spelled words with fluency and accuracy in grade level texts.	
Learning Supports	Word wall Vowel Chart Visuals L1 support Gestures	Word wall Vowel Chart Visuals L1 support	Word wall	Word wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.2.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Orally explain the purpose and demonstrate comprehension of text <i>by using graphic organizers</i> .		VU	<b>Purpose</b>
					LFC	Simple and compound sentences
					LC	Varies by level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>	
Language Objectives	Orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions.	Orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Orally explain the purpose and demonstrate comprehension of leveled texts using simple sentences key content-based vocabulary.	Orally explain the purpose and demonstrate comprehension of texts with grades 1-2 complexity level using complete sentences and some content-based vocabulary.	Orally explain the purpose and demonstrate comprehension of grade level texts using detailed sentences of varying lengths and content-based vocabulary.	
Learning Supports	Illustrated, appropriately level texts L1 text and/or support Choice questions Graphic organizer	Illustrated, appropriately level texts L1 text and/or support Sentence frames Graphic organizer	Graphic organizer Word wall	Graphic organizer		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.2.4.b WIDA ELDS: 2 Reading Speaking	Apply decoding skills and use punctuation as cues to read grade-level text with appropriate rate, and expression.		Read text orally and apply phonetic rules, schemata and punctuation to read text with sufficient fluency and accuracy <i>using phonics chart and illustrations.</i>		VU	<b>Punctuation</b>
					LFC	Demonstrate understanding of punctuation when reading aloud (expression, pauses).
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Orally read grade-level text with accuracy, appropriate rate, and expression in L1 and/or apply phonetic rules, schemata and punctuation to read single words from leveled text in English with sufficient fluency and accuracy.	Orally read grade-level text with accuracy, appropriate rate, and expression in L1 and/or apply phonetic rules, schemata and punctuation to read short phrases from leveled text in English with sufficient fluency and accuracy.	Orally read leveled text and apply phonetic rules, schemata and punctuation with sufficient fluency and accuracy.	Orally read text within grade 1-2 text complexity band and apply phonetic rules, schemata and punctuation with sufficient fluency and accuracy .	Orally read grade-level text and apply phonetic rules, schemata and punctuation with sufficient fluency and accuracy.
Learning Supports		Phonics chart Illustrations L1 support Word wall	Phonics chart Illustrations L1 support Word wall	Phonics Chart Illustrations		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.c WIDA ELDS: 2 Reading Speaking	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.			Modify meaning of unknown words using background knowledge, phonics skills, context clues <i>and pictures</i>	VU	Context clues
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Modify the meaning of unknown words in a grade level text in L1 and/or in a teacher created text in English by using sentence-level context clues, phonics skills and schemata.	Modify the meaning of unknown words in a grade level text in L1 and/or in a leveled text in English by using sentence-level context clues, phonics skills and schemata.	Modify the meaning of unknown general and key content-based words in a leveled text by using sentence-level context clues, phonic skills and schemata.	Modify the meaning of unknown general and some content-based words in a text within grade 1-2 text complexity band using sentence-level context clues, phonics skills and schemata.	Modify the meaning of unknown content-based words in a grade level text by using sentence-level context clues, phonics skills and schemata.	
Learning Supports	Guiding questions Checklist Guided group with Guiding questions Checklist Guided group with teacher	Guiding questions Checklist Small group	Guiding questions Checklist			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.2; W.2.8 WIDA ELDS: 2-5 Writing Speaking Listening	Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.			Write an informative/explanatory text applying the steps of the writing process (planning, revising, and editing) to develop and strengthen writing skills <i>using a graphic organizer or template</i> .	VU	Informative, planning, prewriting, revising, editing, draft, rewrite
					LFC	Sentence structure, verb forms, subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write an informative/explanatory text in L1 and/or using single words and pictures that represent ideas using phrase patterns and general, content-related vocabulary.	Write an informative/explanatory text in L1 and/or phrases and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Write an informative/explanatory text producing simple sentences that represent multiple, related ideas using repetitive structures and key and content-based vocabulary.	Write an informative/explanatory text producing expanded and some complex sentences that represent organized ideas in a variety of grammatical structures and content-based vocabulary.	Write an informative/explanatory text producing clear and coherent writing using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Guiding questions Checklist L1 text Pictures	Guiding questions Checklist L1 text Pictures	Guiding questions Checklist	Guiding questions Checklist		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.5; L.2.2.e WIDA ELDS: 2-5 Writing Speaking	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials.			Revise and edit sentence structure and mechanics, <i>by using proofreading markings, and computer spell/grammar check and reference materials.</i>	VU	Revise, edit
					LFC	Mechanics and punctuation marks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Revise and edit sentence structure and mechanics of multi-paragraph writing in L1 and/or in simple sentences with specific grammatical, spelling and mechanics features of single words or short phrases.	Revise and edit sentence structure and mechanics of multi-paragraph writing in L1 and/or in simple sentences with specific grammatical and mechanics features.	Revise and edit sentence structure and mechanics of multi-paragraph writing with a string of simple, related sentences using repetitive structures and key content-based vocabulary.	Revise and edit sentence structure and mechanics of multi-paragraph writing with some complex sentences that represent organized ideas using a variety of grammatical structures and content-based vocabulary.	Revise and edit sentence structure and mechanics of multi-paragraph writing with multiple, complex sentences using a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	L1 text Bilingual dictionary Word wall Proofreading	L1 text Bilingual dictionary Word wall Proofreading	Proofreading Partner	Partner		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.2.5; L.2.2.e WIDA ELDS: 2-5 Writing Speaking	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials.		Revise and edit sentence structure and mechanics, <i>by using proofreading markings, and computer spell/grammar check and reference materials.</i>		VU	Revise, edit
					LFC	Mechanics and punctuation marks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Revise and edit sentence structure and mechanics of multi-paragraph writing in L1 and/or in simple sentences with specific grammatical, spelling and mechanics features of single words or short phrases.	Revise and edit sentence structure and mechanics of multi-paragraph writing in L1 and/or in simple sentences with specific grammatical and mechanics features.	Revise and edit sentence structure and mechanics of multi-paragraph writing with a string of simple, related sentences using repetitive structures and key content-based vocabulary.	Revise and edit sentence structure and mechanics of multi-paragraph writing with some complex sentences that represent organized ideas using a variety of grammatical structures and content-based vocabulary.	Revise and edit sentence structure and mechanics of multi-paragraph writing with multiple, complex sentences using a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	L1 text Picture Bilingual dictionary Word wall Proofreading	L1 text Picture Bilingual dictionary Word wall Proofreading	Picture Bilingual dictionary Word wall Proofreading	Picture Bilingual dictionary Word wall Proofreading		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.6 WIDA ELDS: 2 Writing Speaking	With guidance and support, produce and publish a writing piece using digital tools (e.g., a wiki).			Produce and publish a writing piece digitally <i>using small groups and word walls.</i>	VU	Digital, produce, publish
					LFC	Sentence structure, verb forms, subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce and publish a piece of writing in L1 and/or text using drawings, pictures or single words that represent ideas of key content-based vocabulary.	Produce and publish a piece of writing in L1 and/or text using phrases in sentence frames and short sentences with key content-based vocabulary.	Produce and publish a piece of writing with a string of simple, related sentences using repetitive structures and key content-based vocabulary.	Produce and publish a piece of writing with some complex sentences that represent organized ideas using a variety of grammatical structures and content-based vocabulary.	Produce and publish a piece of writing with multiple, complex sentences with embedded clauses, and precise content-based vocabulary.	
Learning Supports	L1 text Digital tools Small group Word and picture wall Bilingual Dictionary	L1 text Digital tools Small group Word and picture wall Bilingual Dictionary	Word Wall Bilingual Dictionary	Digital Tools	Digital Tools	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.2 WIDA ELDS: 1-5 Reading Speaking Listening	Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).			Describe and retell about key ideas and details from a text or various forms of information <i>using illustrations and story map</i> .	VU	Describe
					LFC	Nouns, pronouns, adjectives, different verb forms
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe and retell about main idea and details in L1 and/or by matching simple phrases and words that represent ideas to illustrations.	Describe and retell about main idea and details in L1 and/or by matching simple sentences to illustrations.	Describe and retell about main idea and details using simple sentences with repetitive patterns and key content-based vocabulary.	Describe and retell about main idea and details connections using complete sentences with a variety of grammatical structures and content-based vocabulary.	Describe and retell about main idea and details using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Story map Word and picture wall L1 text and support Teacher-facilitated small group Illustrations	Story map Word and picture wall L1 text and support Teacher-facilitated small group Illustrations	Story map Word wall Small group Illustrations	Story map Small group		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.2 WIDA ELDS: 1-5 Reading Speaking Listening	Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).		Describe and retell about key ideas and details from a text or various forms of information <i>using illustrations and story map</i> .	VU	Describe	
				LFC	Nouns, pronouns, adjectives, different verb forms	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe and retell about main idea and details in L1 and/or by matching simple phrases and words that represent ideas to illustrations.	Describe and retell about main idea and details in L1 and/or by matching simple sentences to illustrations.	Describe and retell about main idea and details using simple sentences with repetitive patterns and key content-based vocabulary.	Describe and retell about main idea and details connections using complete sentences with a variety of grammatical structures and content-based vocabulary.	Describe and retell about main idea and details using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Story map Word and picture wall L1 text and support Teacher-facilitated small group Illustrations	Story map Word and picture wall L1 text and support Teacher-facilitated small group Illustrations	Story map Word wall Small group Illustrations	Story map Small group		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.3 WIDA ELDS: 1-5 Reading Speaking Listening	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	Ask and answer questions to clarify meaning of texts <i>using cue cards and a word wall</i> .			VU	Question words, clarify
					LFC	Verbs, verb phrases in questions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or answer 'yes/no' questions about text with single words or phrases that represent key concepts.	Ask and answer questions in L1 and/or answer "wh" questions about the text using simple phrases and short sentences with formulaic patterns and key content-based vocabulary.	Ask and answer questions using simple sentences with repetitive patterns and key content-based vocabulary.	Ask and answer questions using complete sentences with a variety of grammatical structures and content-based vocabulary.	Ask and answer questions using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Academic Conversation Cue cards Word and picture wall L1 support Partner	Academic Conversation Cue cards Word and picture wall L1 support Partner	Academic Conversation Cue cards Word wall Partner	Academic Conversation Cue cards Partner	Academic Conversation Cue cards Partner	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.4; SL.2.6 WIDA ELDS: 1-5 Speaking Listening	Tell a story using coherent sentences, appropriate facts and relevant, descriptive details, speaking audibly.			Retell a story following sequence of events with a main idea and details <i>using a story map and a word wall</i> .	VU	:Sequence, specific to text
					LFC	Past tense verbs, perfect aspect (present and past), adverbs of time
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell a story with main idea and details in sequential order in L1 and/or with single words that represent key concepts and illustrations.	Retell a story with main idea and details in sequential order in L1 and/or with short phrases in formulaic sentences and illustrations.	Retell a story with main idea and details in sequential order using simple sentences with repetitive patterns and key content-based vocabulary.	Retell a story with main idea and details in sequential order using complete sentences with a variety of grammatical structures and content-based vocabulary.	Retell a story following sequence of events with a main idea and details using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Story map Word and picture wall Small group L1 support Gestures Illustrations	Story map Word and picture wall Small group L1 support Sentence frames Illustrations	Story map Word wall Small group	Story map Small group		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.1a; L.2.1.c; L.2.1.e WIDA ELDS: 2 Writing Speaking	Use collective nouns (e.g., team), reflexive pronouns (e.g., myself), adjectives, and adverbs appropriately when writing or speaking.	Write and/or speak following the rules of English grammar <i>using sentence frames and a model</i> .			VU	Nouns, pronouns, adjectives
					LFC	Use of collective nouns, reflexive nouns, adjectives, adverbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Repeat orally and copy writing by using simple sentences modeled on correct grammar.	Write and /or speak by completing sentences with correct words.	Write and speak newly created simple sentences using correct grammar from sentence frames.	Write and speak about a topic following the rules of grammar with few errors approaching grade level ability.	Write and speak about a topic following the rules of grammar with minimal errors and increasing specificity.	
Learning Supports	L1 text and/or support Word and picture wall Sample sentences Model	L1 text and/or support Word and picture wall Sentence frames Model	Model Word wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.e; L.2.4.e WIDA ELDS: 2 Writing Speaking	Check the spelling and clarify the meaning of words or phrases using a print or digital dictionary.			Determine or clarify the meaning of words or phrases <i>using print or digital dictionaries</i>	VU	Guide words, alphabetizing
					LFC	Identify parts of speech
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine or clarify the spelling and meaning of key words by using L1 and/or by locating the correct words in a word bank.	Determine or clarify the spelling and meaning of words or phrases by using L1 and/or short phrases and drawings.	Determine or clarify the spelling and meaning of key words by using simple sentences with repetitive patterns and key content-based vocabulary.	Determine or clarify the spelling and meaning of key words by using complete sentences with a variety of grammatical structures and content-based vocabulary.	Determine or clarify the spelling and precise meaning of key words by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	L1 text and/or support Reference materials: dictionaries, thesaurus, and glossary in print or digital; English and bilingual	L1 text and/or support Reference materials: dictionaries, thesaurus, and glossary in print or digital; English and bilingual	Reference materials: dictionaries, thesaurus, and glossary in print or digital; English and bilingual	Reference materials: dictionaries, thesaurus, and glossary in print or digital; English and bilingual	Grade level reference materials: dictionaries, thesaurus, and glossary in print or digital; English and bilingual	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
RL.2.2 WIDA ELDS: 2-5 Reading Speaking Writing	Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures	Describe and retell the central message, lesson, or moral of a story <i>using illustrations, a Story Map, and Web.</i>	VU	Recall, describe, message, moral, illustrations,	
			LFC	Nouns, pronouns, adjectives, present progressive, adverbs	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and retell main idea and details in L1 and/or by using or copying high-frequency, content-related single words and/or creating visual representations of the main idea.	Describe and retell main idea and details in L1 and/or by matching content-based vocabulary in short, formulaic sentences to illustrations.	Describe and retell main idea and details by writing simple, related sentences with repetitive grammatical structures and key, content-based vocabulary.	Describe and retell main idea and details by writing expanded and some complex sentences with varying grammatical structures and key, content-based vocabulary.	Describe and retell the main idea and details by writing a summary using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	L1 support Leveled text Pictures Word/Picture Wall L1 support Story Map Web	Story Map Web L1 support Leveled text Pictures Word/Picture Wall L1 support	Story Map Web Adapted Text Partner work	Story Map	



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.3 WIDA ELDS: 2-5 Reading Speaking	Describe how characters respond to major story events and challenges.	Describe actions of characters <i>using a Story Map and/or a character Web</i> .			VU	Character, event, challenge
					LFC	Present and past progressive
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with key, content-based single words, Gestures or answering yes/no or either/or questions.	Describe how characters respond to major events and challenges in a story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic patterns.	Describe how characters respond to major events and challenges in a story using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe how characters respond to major events and challenges in a story using specialized content-based vocabulary in expanded and some complex sentences.	Describe how characters respond to major events and challenges in a story using precise, content-based language in multiple, complex sentences.	
Learning Supports	Story Map Word/Picture Wall Pictures L1 support Webs Gestures Choice questions	Story Map Word/Picture Wall Pictures L1 support Webs Sentence Frame	Story Map Pictures Word Wall	Story Map	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.4 WIDA ELDS: 2-5 Reading Speaking	Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) that supply rhythm and meaning in a story, poem, or song.			Describe the feeling and tone words and phrases that supply rhythm and meaning in a story, poem, or song <i>using a</i> Web, Word Wall and pictures.	VU	<b>Rhythm, poem</b>
					LFC	<b>Poetic “sentences”</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the feeling and tone words and phrases in L1 and/or using high-frequency, content-related single words that represent key ideas.	Describe the feeling and tone words and phrases in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic grammatical structures.	Describe the feeling and tone words and phrases using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe the feeling and tone words and phrases using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Describe the feeling and tone words and phrases using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.	
Learning Supports	Web (completed) Word/Picture Wall Pictures and Photographs L1 support	Web (completed) Word/Picture Wall Pictures and Photographs L1 support Sentence Frame	Web Word Wall	Web		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.5 WIDA ELDS: 2-5 Reading Speaking	Describe the structure of a story including a description of the introduction and closing action.			Describe the structure of a story <i>using a</i> Story Map and Word Wall.	VU	Introduction, closing
					LFC	Sentences with sequential phrases.
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the structure of a story in L1 and/or using pictures, Gestures and/or high-frequency, content-related single words that represent key ideas.	Describe the structure of a story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic grammatical structures.	Describe the structure of a story using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe the structure of a story using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Describe the structure of a story using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.	
Learning Supports	Story Map Word/Picture Wall L1 support Cloze sentences	Story Map Word/Picture Wall L1 support Sentence Frame	Story Map Word Wall	Story Map		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.2.6 WIDA ELDS: 2 Reading Speaking	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view.		Describe differences about specific characters based on what the character says (dialogue) and does (action) <i>using props and</i> Partner work.		VU	Point of view
					LFC	Present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify differences in story characters' points of view by speaking in a different voice in L1 and/or in a leveled text by repeating words and using proper voice inflection.	Describe differences in story characters' points of view by speaking in a different voice in L1 and/or in leveled text by restating phrases with proper voice inflection.	Describe differences in story characters' points of view in Adapted Text by speaking in a different voice and matching simple sentences/quotes and voice inflection with characters in the story.	Describe differences in story characters' points of view in texts within grade 1-2 complexity level by speaking in a different voice and using voice inflection using expanded and some complex sentences with key, content-based vocabulary.	Describe differences in story characters' points of view in grade-level texts by speaking in a different voice and using voice inflection using complex, detailed sentences with content-based vocabulary.	
Learning Supports	Manipulatives Pictures and Photographs Word Wall L1 support Partner work	Manipulatives Pictures and Photographs Word Wall L1 support Sentence Frame Partner work	Manipulatives Pictures and Photographs Partner work	Manipulatives Partner work	Manipulatives	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.7 WIDA ELDS: 2-5 Reading Speaking	Use print or digital text and illustrations to develop understanding of characters, setting, or plot.			Describe characters, setting, or plot <i>using a</i> Story Map and illustrations.	VU	<b>Characters, setting, plot</b>
					LFC	Narrative elements
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe characters, setting, and plot in L1 and/or using pictures, Gestures and/or high-frequency, content-related single words that represent key ideas.	Describe characters, setting, and plot in L1 and/or in short phrases with formulaic patterns with key content-based vocabulary.	Describe characters, setting, and plot by in simple, related sentences with key, content-based vocabulary.	Describe characters, setting, and plot in expanded and some complex sentences with key, content-based vocabulary.	Describe characters, setting, and plot in complex, detailed sentences with grade-level, content-based vocabulary.	
Learning Supports	Story Map Word/Picture Wall Teacher Modeling/Template L1 support Pictures and Photographs	Story Map Word/Picture Wall Teacher Modeling/Template L1 support Pictures and Photographs Sentence Frame	Story Map Word Wall Teacher Modeling/Template	Story Map		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.2.9 WIDA ELDS: 2-5 Reading Speaking	Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors.		Compare and contrast two versions of the same story <i>using a</i> Graphic Organizers, Word Wall and pictures.		VU	Compare, contrast, perspective
					LFC	<b>Transitional phrases</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast two versions of the same story in L1 and/or using high-frequency, content-related single words or phrases that represent key ideas.	Compare and contrast two versions of the same story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast two versions of the same story using key, content-based vocabulary in simple, related sentences with repetitive, grammatical structures.	Compare and contrast two versions of the same story using key, content-based vocabulary in expanding and some complex sentences with varying grammatical structures.	Compare and contrast two versions of the same story using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.	
Learning Supports	Graphic Organizers (semi-completed) Word/Picture Wall Pictures L1 support Cloze sentences	Graphic Organizers (semi-completed) Word/Picture Wall Pictures L1 support Sentence Frame	Graphic Organizers Word Wall Sentence Starter	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.4 WIDA ELDS: 2-5 Reading Speaking	Determine the meaning of words and phrases in a text using text features and context clues.	Define words and phrases according to usage in text and text features <i>using pictures, dictionaries and a Partner work.</i>			VU	Text features, context clues
					LFC	Sentences with context clues, punctuation, restatement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Define words and phrases according to usage in text and text features in L1 and/or using high-frequency, content-related single words and phrases that represent key ideas.	Define words and phrases according to usage in text and text features in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Define words and phrases according to usage in text and text features using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Define words and phrases according to usage in text and text features using key, content-based vocabulary in expanding and some complex sentences with varying grammatical structures.	Define words and phrases according to usage in text and text features using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.	
Learning Supports	Picture Dictionary Pictures Partner work L1 support Cloze sentences	Picture Dictionary Pictures Partner work L1 support Sentence Frame	Picture Dictionary Pictures Partner work	Picture Dictionary		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.b WIDA ELDS: 2 Reading	<ul style="list-style-type: none"> <li>Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. au, ou/ow, oi/oy).</li> <li>Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for (e.g. ar, er, ir, or, ur</li> <li>Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels.</li> </ul>	Apply vowel pattern rules, when reading, <i>using pictures and vowel chart.</i>			VU	<b>Digraph, diphthongs</b>
					LFC	<b>Follow directions</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply vowel pattern rules, when reading high-frequency, known, single words.	Apply vowel pattern rules, when reading known words and phrases from leveled texts.	Apply vowel pattern rules, when reading from leveled texts.	Apply vowel pattern rules, when reading from texts with grade 1-2 complexity levels.	Apply vowel pattern rules, when reading from grade-level texts.	
Learning Supports	Partner work Word/Picture Wall Vowel chart Visuals L1 support Manipulatives	Partner work Word/Picture Wall Vowel chart Visuals L1 support Manipulatives	Partner work Word Wall	Partner work		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.d WIDA ELDS: 2 Reading	Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and common suffixes (e.g., -ful, -less, er)		Decode words with prefixes and suffixes <i>using Word Walls and charts.</i>		VU	<b>Prefixes, suffixes</b>
					LFC	Sentences with words with affixes
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode high-frequency words with common prefixes and suffixes.	Decode known words with common prefixes and suffixes used in phrases.	Decode familiar, content-based words with common prefixes and suffixes from leveled texts.	Decode key, content-based words with common prefixes and suffixes from texts within grade 1-2 complexity levels.	Decode content-based words with common prefixes and suffixes in grade-level texts.	
Learning Supports	Partner work Word/Picture Wall Visuals L1 support Gestures Prefix chart Suffix chart	Partner work Word/Picture Wall Visuals L1 support Prefix chart Suffix chart	Partner work Word Wall Prefix chart Suffix chart	Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.e WIDA ELDS: 2 Reading Listening	Identify common irregularly spelled words (e.g., bread, love, would, could, their, there, none, both).			Identify irregularly spelled words <i>using pictures, Word Walls and Vocabulary Flash Cards.</i> <i>Please Note. ELLs at lower ELP levels need to comprehend the meaning of targeted words.</i>	VU	<b>Irregularly spelled words</b>
					LFC	Sentences with targeted vocabulary
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify irregularly-spelled, high-frequency, single words.	Identify irregularly-spelled, general, content-based words and phrases.	Identify irregularly-spelled, key, content-based words in Adapted Texts.	Identify irregularly – spelled, content-based words in texts with grade 1-2 text complexity levels.	Identify irregularly-spelled, content-based words in grade-level texts.	
Learning Supports	Vocabulary Flash Cards Word/Picture Wall L1 support Gestures	Vocabulary Flash Cards Word/Picture Wall L1 support	Vocabulary Flash Cards Word Wall	Vocabulary Flash Cards		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.	Read text and orally explain the purpose and demonstrate comprehension <i>by using</i> Graphic Organizers.			VU	Key, content-based vocabulary
					LFC	Sentence structure appropriate to ELP level
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade-level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and demonstrate comprehension in single-word answers to choice questions.	Read grade-level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts, explain the purpose, and demonstrate comprehension in short phrases.	Read adapted grade-level texts and orally explain the purpose and demonstrate comprehension using key, content-based vocabulary in simple, related sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using key, content-based vocabulary in expanding and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and precise, content-based vocabulary.	
Learning Supports	L1 support Choice questions Graphic Organizers Outline Word/Picture Wall	L1 support Choice questions Graphic Organizers Outline Word/Picture Wall Sentence Frame	Graphic Organizers Outline Word Wall	Graphic Organizers Outline		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			Read text orally with sufficient fluency and accuracy <i>using phonics chart and illustrations.</i>	VU	<b>Pace, fluency</b>
					LFC	Sentence structure related to ELP level and demonstrate understanding of punctuation when reading aloud
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read high-frequency, single words from leveled text orally with accuracy and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read short phrases from leveled text orally with accuracy, appropriate rate, and expression.	Read Adapted Text orally with accuracy, appropriate rate, and expression on successive readings.	Read texts within grade- level 1-2 complexity band with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Learning Supports	Phonics chart Illustrations Diagrams Drawings L1 support Word Wall	Phonics chart Illustrations Diagrams Drawings L1 support Word Wall	Phonics chart Illustrations/ 			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.c WIDA ELDS: 2 Reading	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.			Use context to confirm and demonstrate oral reading skills by self-correcting and rereading, when necessary, <i>using a checklist and</i> Think Alouds.	VU	Context clues, confirm, reread, self-correct
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade-level text in L1 and/or unknown general words in a controlled text by listening to the Teacher Modeling how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade-level text in L1 and/or use context to confirm the meaning of unknown words in selected phrases from a leveled text by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content-based words in an Adapted Text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content-based words in a text within the grade 1-2 complexity band by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade-level text by using sentence level and extended context clues, cognates and schemata.	
Learning Supports	Think Alouds Checklist for guiding questions Guided group with teacher L1 support Pictures and Photographs	Think Alouds Checklist for guiding questions Guided group with teacher L1 support Pictures and Photographs	Think Alouds Checklist for guiding questions Small group/ triads/ triads	Checklist for guiding		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.1 WIDA ELDS: 2 Writing Reading	Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.	Express an opinion in writing with supporting reasons, linking words and a conclusion <i>using a</i> Graphic Organizers, Word Wall and Shared Writing			VU	<b>Opinion, reasons</b>
					LFC	Sentences with linking phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using pictures, Gestures and key words or memorized phrases.	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using key vocabulary in phrases and short sentences with formulaic structures.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in simple, related sentences with repetitive grammatical structures.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in expanded and some complex sentences.	Express an opinion in writing with supporting reasons, linking words and a conclusion using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers Shared Writing Word Wall L1 support Gestures	Graphic Organizers Shared Writing Word Wall L1 support Sentence Frame	Graphic Organizers Shared Writing Word Wall	Graphic Organizers Shared Writing	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.3; L.2.1.b, d WIDA ELDS: 2 Writing	Apply the writing process to develop a narrative paragraph that includes an event or series of events, including details describing actions, thoughts and feelings and a concluding statement. Use time order words, irregular plural nouns, and past tense irregular verbs.			Write a narrative text applying the steps of the writing process (planning, revising, and editing) to develop and strengthen writing skills <i>using a</i> Graphic Organizers or Template.	VU	Narrative, planning, prewriting, revising, editing, draft, rewrite
					LFC	Sentence structure, verb forms, subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative text in L1 and/or use pictures and general, content-related single words in phrase patterns that represent key ideas.	Write a narrative text in L1 and/or use general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Write a narrative text producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write a narrative text using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Write a narrative text producing clear and coherent writing using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.	
Learning Supports	L1 support Graphic Organizers Word/Picture Wall Template Pictures	L1 support Graphic Organizers Word/picture wall Template Sentence Frame	Graphic Organizers Template	Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.5; L.2.1.f WIDA ELDS: 2 Writing	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences.			Revise writing by using proofreading markings, checking spell and editing sentence structure	VU	<b>Revise, edit, proofread</b>
					LFC	Simple and compound sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Revise writing of complex sentences in L1 and/or drawings with single words, and phrases using proofreading markings, dictionaries, and peer review.	Revise writing of complex sentences in L1 and/or phrases and simple sentences using proofreading markings, dictionaries, and peer review.	Revise writing of simple sentences using proofreading markings, digital checks, dictionaries, and peer review.	Revise expanded and some complex sentences using proofreading markings, digital checks, dictionaries and peer review.	Revise complex, detailed writing of multiple, complex sentences using proofreading markings, digital checks, dictionaries and peer review.	
Learning Supports	Word/Picture Wall Partner work Bilingual dictionary Technology and Technological Resources Pictures L1 support	Word/Picture Wall Partner work Bilingual dictionary Technology and Technological Resources Pictures L1 support	Word Wall Partner work Bilingual dictionary Technology and Technological Resources	Partner work	Partner work	



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.6 WIDA ELDS: 2 Writing	With guidance and support, work with a group to produce and publish a writing piece using digital tools (e.g., laptops).		Produce and digitally publish a writing piece with a Small group/ triads using modeled writing and Small group/ triads.	VU	Digital, produce, publish, specific to text	
				LFC	Sentence structure, verb forms, subject-verb agreement	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce and publish text in L1 and/or use pictures or drawings and high-frequency, content-related single words in phrases and short sentences.	Produce and publish text in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns.	Produce and publish a piece of writing applying the steps of the writing process using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Produce and publish a piece of writing applying the steps of the writing process using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Produce and publish a piece of writing applying the steps of the writing process using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.	
Learning Supports	Teacher Modeling Teacher Support L1 support Word/Picture Wall Pictures Small group/ triads	Teacher Modeling Teacher Support L1 support Word/Picture Wall Sentence Frame Small group/ triads	Teacher Modeling Teacher Support Small group/ triads	Small group/ triads Teacher Modeling	Small group/ triads	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.2.1.a, b WIDA ELDS: 2 – 5 Speaking Listening	Take turns responding to grade two topics and texts in small (or larger) group discussions, and, when appropriate, respond to comments provided by peers and build on comments provided.		Ask and answer questions in small and large group discussions.		VU	Words and phrases that build on or respond to comments
					LFC	Register of language and form to ask questions for clarification (student vs. teacher)
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or with single words and memorized routines in English, using specific, culturally appropriate verbal and nonverbal cues.	Ask and answer questions in L1 and/or use general, content-based vocabulary in short phrases with formulaic patterns, using specific, culturally appropriate verbal and nonverbal cues.	Ask and answer questions using key, content-based vocabulary in simple, related sentences with repetitive structures, using culturally appropriate verbal and nonverbal cues.	Ask and answer questions using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures, using culturally appropriate verbal and nonverbal cues.	Ask and answer questions using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures, using culturally appropriate verbal and nonverbal cues.	
Learning Supports	Partner work Word/Picture Wall Visuals L1 support	Partner work Word/Picture Wall Visuals L1 support	Small group/ triads/ triads Word Wall Posters	Small group/ triads/ triads Posters	Small group/	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.2.1.c WIDA ELDS: 2 Reading Speaking Listening	Ask for additional information as needed from peers when discussing a read text.		Ask questions to clarify understanding of information.		VU	<b>Clarify</b>
					LFC	Questions with increasing specificity
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask questions to clarify understanding of information in L1 and/or use Gestures, pictures and high-frequency, content-related single words or memorized phrases.	Ask questions to clarify understanding of information in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic structures.	Ask questions to clarify understanding of information using key, content-based vocabulary in simple, related sentences with repetitive structures.	Ask questions to clarify understanding of information using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Ask questions to clarify understanding of information using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.	
Learning Supports	Word/Picture Wall Partner work Cue Cards Gestures Pictures	Word/Picture Wall Partner work Cue Cards L1 support Sentence Frame Pictures	Word Wall Partner work Cue Cards	Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.2.2 WIDA ELDS: 2 Speaking Listening	Recount or describe key story details or facts of a text shared orally or through other media.		Describe and retell about key ideas and details from a text <i>using illustrations and</i> Story Map.		VU	<b>Describe, flow charts</b>
					LFC	Nouns, pronouns, adjectives, present progressive, adverbs, prepositional phrases; past tense verbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe and retell main idea and details using L1 and/or by using Gestures, pictures and key, content-related single words or memorized phrases.	Describe and retell main idea and details using L1 and/or by using general, content-based vocabulary in phrases and short sentences with formulaic structures.	Describe and retell main idea and details using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe and retell main idea and details using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Describe and retell main idea and details using precise, content-based vocabulary in multiple and complex sentences with varying grammatical structures.	
Learning Supports	L1 support Story Map Partner work Word/Picture Wall Pictures Gestures	L1 support Story Map Partner work Word/Picture Wall Pictures	Story Map Partner work Word Wall	Story Map		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.3 WIDA ELDS: 2 Speaking Listening	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.		Ask and answer questions to clarify meaning, gain information or deepen understanding <i>using</i> Cue Cards, Word Wall and a Partner work	VU	<b>Question words, clarify</b>	
				LFC	Verbs, verb phrases in questions	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or ask and answer Choice questions using Gestures, pictures and content-related words and memorized phrases.	Ask and answer questions in L1 and/or ask and answer “WH” questions using general, content-based vocabulary in phrases and short sentences with formulaic structures.	Ask and answer questions using key content-based vocabulary in simple sentences with repetitive grammatical structures.	Ask and answer questions using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Ask and answer questions using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.	
Learning Supports	L1 support Partner work Cue Cards Word/Picture Wall Gestures	L1 support Partner work Cue Cards Word/Picture Wall Sentence Frame	Cue Cards Word Wall Partner work	Cue Cards Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.6 WIDA ELDS: 2-5 Speaking	Speak in complete sentences when appropriate to task and situation in order to provide information to others.		Speak using complete sentences when appropriate to task and situation <i>using</i> Cue Cards, Word Walls <i>and</i> pictures.	VU	Content-related vocabulary	
				LFC	<b>Complete sentences</b>	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Speak using pictures, Gestures and key single words in memorized phrases, appropriate to task and situation.	Speak using pictures, phrases and short sentences with formulaic structures, appropriate to task and situation.	Speak using simple, related sentences with repetitive grammatical structures, appropriate to task and situation.	Speak using expanded and some complex sentences with varying grammatical structures, appropriate to task and situation.	Speak using multiple, complex sentences with varying grammatical structures, appropriate to task and situation.	
Learning Supports	Word/Picture Wall Cue Cards L1 support Pictures Cloze sentences	Word/Picture Wall Cue Cards Sentence Frame L1 support Pictures	Word Wall Cue Cards	Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.2.1.a, c, e WIDA ELDS: 2 Speaking Writing	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.		Write and/or speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs <i>using</i> Sentence Frame and a model.		VU	<b>Specific to text</b>
					LFC	Collective nouns, reflexive nouns, adjectives, adverbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write and speak appropriately using pictures and high frequency, collective nouns, common reflexive pronouns, adjectives and adverbs in single words and memorized phrases.	Write and speak appropriately using pictures and general, collective nouns, common reflexive pronouns, adjectives and adverbs in phrases and short sentences with formulaic structures.	Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in simple, related sentences with repetitive grammatical structures.	Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in expanded and some complex sentences with a variety of grammatical structures.	Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in multiple, complex sentences with a variety of grammatical structures.	
Learning Supports	Teacher Modeling Word/Picture Wall L1 support Pictures	Teacher Modeling Word/Picture Wall L1 support Sentence Frame	Teacher Modeling Word Wall	Teacher Modeling		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.a WIDA ELDS: 2 Speaking Writing	Capitalize holidays, product names, and geographic names.	Identify proper common nouns and apply rules of capitalization <i>using a capitalization poster and Word Wall</i> . <i>Please note. Capitalization rules differ across languages (i.e. days of the week).</i>			VU	Holidays, product names, geographic places
					LFC	<b>Noun/verb agreement</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and apply capitalization rules on holidays, product names, and geographic places by producing or constructing sentences in L1 and/or with familiar, known proper and common nouns.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing sentences in L1 and/or key, content-based vocabulary in phrases and short sentences with formulaic structures.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing simple, related sentences with key content-based vocabulary.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing expanded and some complex sentences with key, content-based, grade-level vocabulary.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing multiple, complex sentences of varying lengths with content-based, grade-level text.	
Learning Supports	Capitalization poster Sentence Frame Word/Picture Wall Pictures L1 support	Capitalization poster Sentence Frame Word/Picture Wall Pictures L1 support Sentence Frame	Capitalization poster Template Word Wall	Capitalization poster		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.c WIDA ELDS: 2 Writing	Use an apostrophe to form contractions and common possessives.			Construct contractions and possessives <i>using models and charts.</i>	VU	Content words to make contractions and possessives
					LFC	Sentences with contractions and possessives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use an apostrophe to form contractions and possessives in isolation.	Use an apostrophe to form contractions and possessives in isolation and in phrases.	Use an apostrophe to form contractions and possessives in isolation and in controlled writing tasks.	Use an apostrophe to form contractions and possessives in writing expanded and some complex sentences.	Use an apostrophe to form contractions and possessives in extended writing on grade-level topics.	
Learning Supports	Teacher Modeling Word Wall Chart L1 support Pictures	Teacher Modeling Word Wall Chart L1 support Pictures	Teacher Modeling Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.4.c WIDA ELDS: Reading Writing	Apply the knowledge of common root words to understand the meaning of unknown words with the same root.			Determine the meaning of an unknown word that has a known root word <i>using a teacher created word generation chart and word games.</i>	VU	Root/base words
					LFC	Sentences with increasing specificity
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine the meaning of a selected common unknown word that has a known high-frequency root word.	Determine the meaning of an unknown word that has a known high-frequency root word within selected short phrases.	Determine the meaning of an unknown general and/or content-based word that has a known root word within Adapted Text.	Determine the meaning of an unknown content-based word that has a known root word in a text within grade 1-2 complexity level.	Determine the meaning of an unknown content-based word that has a known root word within a grade-level text.	
Learning Supports	Word games L1 support Pictures and Photographs Gestures Word/picture Wall	Word games L1 support Pictures and Photographs Word/Picture Wall	Word games	Word games		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.4 WIDA ELDS: 2 Reading Speaking	Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			Identify poetic features (stanzas, lines, verses and rhymes) <i>using</i> Charts and dramatizations.	VU	Rhythm, poem; key , content-based, grade-level vocabulary
					LFC	<b>Poetic “sentences”</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify examples of poetic features in L1 and/or examples of rhymes and rhythm in simple poems, songs or chants.	Identify examples of poetic features in L1 and/or in selected stories, poems or songs.	Identify poetic features in adapted stories, poems or songs.	Identify poetic features in approaching grade level stories, poems or songs.	Identify poetic features in grade level stories, poems or songs.	
Learning Supports	Word/Picture Wall Pictures and photographs L1 support Dramatizations Word Wall Charts/Posters	Word/Picture Wall Pictures and Photographs L1 support Dramatizations Word Wall Charts/Posters	Dramatizations Word Wall Charts/Posters	Dramatizations		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.2.5 WIDA ELDS: 2 Reading Speaking	Describe the structure of a story, including a description of the introduction and closing action.		Describe story events by <i>using a Story</i> .		VU	Story elements: beginning, middle, end; key , content-based, grade-level vocabulary
					LFC	
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the structure of a story in L1 and/or using gestures, single key words, or answering choice questions.	Describe the overall structure of the story in L1 and/or using selected vocabulary in key phrases and short sentences.	Describe the overall structure of a story using key vocabulary in a series of simple sentences.	Describe the overall structure of a story using key vocabulary in expanded sentences with emerging complexity.	Describe the overall structure of a story using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Pictures and Photographs Word/Picture Wall L1 support Choice questions	Story Map Pictures and Photographs Word/Picture Wall L1 support Sentence frames	Story Map Pictures and Photographs Word Wall	Story Map	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.7 WIDA ELDS: 2 Speaking Reading	Use print of digital text and illustrations to develop understanding of a story's characters, setting, or plot.			Describe characters, setting, or plot <i>using a</i> Story and illustrations.	VU	Characters, setting, plot; key , content-based, grade-level vocabulary
					LFC	<b>Narrative elements</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe characters, setting, and plot in L1 and/or using pictures, gestures and high-frequency, single words that represent key ideas.	Describe characters, setting, and plot in L1 and/or using selected vocabulary in key phrases or short sentences.	Describe characters, setting, and plot by using key vocabulary in a series of simple, related sentences.	Describe characters, setting, and plot using key vocabulary in expanded sentences with emerging complexity.	Describe characters, setting, and plot using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Word/Picture Wall Teacher Modeling L1 support Pictures and Photographs	Story Map Word/Picture Wall Teacher Modeling L1 support Pictures and Photographs Sentence Frame	Story Map Word Wall Teacher Modeling Template	Story Map		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.2.9 WIDA ELDS: 2 Reading Speaking	Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.		Describe the similarities and differences between two or more versions of the same story <i>using a Venn diagram and a Word Wall</i> .		VU	Similarity, version, Venn Diagram; key , content-based, grade-level vocabulary
					LFC	Sentences with transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the similarities and differences of two versions of a story in L1 and/or using visual representations and high-frequency words or answering choice questions.	Describe the similarities and differences of two versions of a story in L1 and/or using selected vocabulary in key phrases and short sentences.	Describe similarities and differences of two versions of a story using key vocabulary in a series of simple, related sentences.	Describe similarities and differences of two versions of a story using key vocabulary in expanded sentences with emerging complexity.	Describe similarities and differences of two versions of a story using precise vocabulary in multiple, complex sentences.	
Learning Supports	Venn Diagram Pictures and Photographs Word/Picture Wall L1 support Choice questions	Venn Diagram Pictures and Photographs Word/picture wall L1 support Sentence frames	Venn Diagram Pictures and Photographs Word Wall	Venn Diagram	Venn Diagram	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.1 WIDA ELDS: 2-5 Reading Speaking	Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.		Ask and answer questions to demonstrate comprehension about details in an informational text by <i>using a Story with a partner</i> .		VU	Question words (who, what, when, where, why, how); key , content-based, grade-level vocabulary
					LFC	Verb and verb phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or answer “who, what, where” questions with gestures, pictures and single words.	Ask and answer “wh” questions in L1 and/or using selected vocabulary in key phrases and short sentences.	Ask and answer questions using key vocabulary in a series of simple, related sentences.	Ask and answer questions using key vocabulary in expanded sentences with emerging complexity.	Ask and answer questions using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map L1 text and/or support Word/Picture Wall Pictures Gestures	Story Map L1 text and/or support Word/Picture Wall Partner work Sentence frames	Story Map Word Wall Partner work	Story Map	Story Map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.2; RI.2.6 WIDA ELDS: 2-5 Reading Speaking	Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe.		Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe in the text <i>using a graphic organizer and guiding questions</i> .		VU	Identify, purpose, Main idea; key , content-based, grade-level vocabulary
					LFC	Subject-verb agreement Simple related sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the main idea of a text and whether the author’s purpose is to explain or describe using L1 and/or by pointing to pictures that represent an explanation or description.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using L1 and/or by matching phrases and short sentences with pictures and purpose.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using key vocabulary in a series of simple, related sentences.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using key vocabulary in expanded sentences with emerging complexity.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 text and/or support Guiding questions Pictures and Photographs Gestures Graphic organizer	L1 text and/or support Guiding questions Illustrations Graphic organizer	Guiding questions Graphic organizer	Guiding questions Graphic organizer	Guiding questions	



Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.3 WIDA ELDS: 2, 4 Reading Speaking	Using informational texts, describe connections between scientific ideas or concepts.		Describe the relationship between a series of scientific ideas, concepts or procedures <i>using a Web and Word Wall</i> .		VU	Relationship, scientific; key , content-based, grade-level vocabulary
					LFC	Nouns, pronouns, conjunctions, transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe connections between a series of scientific ideas and concepts in L1 and/or match pictures with information using high-frequency single words in phrase patterns.	Describe connections between a series of scientific ideas and concepts in L1 and/or identify important information using selected vocabulary in key phrases and short sentences.	Describe connections between a series of scientific ideas and concepts using key vocabulary in a series of simple, related sentences.	Describe connections between a series of scientific ideas and concepts using key vocabulary in expanded sentences with emerging complexity.	Describe connections between a series of scientific ideas and concepts using precise vocabulary in multiple, complex sentences.	
Learning Supports	Word/Picture Wall L1 text and/or support Partner work Pictures	Word/Picture Wall L1 text and/or support Partner work	Word Wall Small groups			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.4; RI.2.5 WIDA ELDS: 2-5 Reading Speaking	Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.				VU	Guide words, alphabetizing; content-based, grade-level vocabulary
					LFC	Dictionary genre sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine or clarify the precise meaning of key words in L1 and/or selected, illustrated words in a leveled text.	Determine or clarify the precise meaning of content-based words in L1 and/or selected words in a leveled text.	Determine or clarify the meaning of key words from an adapted text.	Determine or clarify the meaning of key vocabulary in a text within grade 1-2 complexity band.	Determine or clarify the precise meaning of content-based words in grade 2 texts.	
Learning Supports	Reference materials L1 support Pictures and Photographs Gestures Teacher guided group	Reference materials L1 support Pictures and Photographs Teacher guided group	Reference materials Partner Work	Reference materials Partner Work	Reference materials	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.7 WIDA ELDS: 2-5 Reading Speaking	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.				VU	Describe, explain, image, contribute; content-based, grade-level vocabulary
					LFC	Present progressive text, adverbs, adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe and explain how an image contributes to the text in L1 and/or repeat single words that match a description of the image using selected, illustrated vocabulary.	Describe and explain how the images contribute to the text using L1 and/or use selected vocabulary in key phrases and short sentences.	Describe and explain how an image contributes to the text using key vocabulary in a series of simple, related sentences.	Describe and explain how an image contributes to the text using key vocabulary in expanded sentences with emerging complexity.	Describe and explain how an image contributes to the text using precise vocabulary in clear and coherent, complex sentences.	
Learning Supports	L1 text and/or support Partner work Pictures and Photographs Visuals Word/Picture Wall	L1 text and/or support Partner work Visuals Word/Picture Wall	Partner work Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.8 WIDA ELDS: 2-5 Reading Speaking	Describe the reasons that support specific points the author makes in a text.		Describe the reasons the author gives to support his point of view <i>using a graphic organizer and a Word Wall</i> .		VU	Describe, point of view; content-based, grade-level vocabulary
					LFC	Present progressive text, adverbs, adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the reasons the author gives to support his point of view in L1 and/or using selected, illustrated single words in repeated phrases.	Describe the reasons the author gives to support his point of view using L1 and/or using selected vocabulary in key phrases and short sentences.	Describe the reasons the author gives to support his point of view by using simple sentences with repetitive patterns and key content-based vocabulary.	Describe the reasons the author gives to support his point of view using key vocabulary in expanded sentences with emerging complexity.	Describe the reasons the author gives to support his point of view using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 text and/or support Partner work Visuals Graphic organizer Word/Picture Wall	L1 text and/or support Partner work Visuals Graphic organizer Word/Picture Wall	Small groups Visuals Graphic organizer Word Wall	Graphic organizer		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.9 WIDA ELDS: 2-5 Reading Speaking	Compare and contrast the most important points presented by two texts on the same topic.		Compare and contrast the main points in two texts with the same theme <i>using a Venn Diagram</i> , Think -aloud <i>and</i> Word Walls.		VU	Compare and contrast, Venn diagram; content-based, grade-level vocabulary
					LFC	Adjectives, conjunctions, comparatives, superlatives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast two similarly themed stories using L1 and/or use pictures, gestures and illustrated, selected single words in key phrase patterns.	Compare and contrast two similarly themed stories using L1 and/or using selected vocabulary in key phrases and short sentences.	Compare and contrast two similarly themed stories from two adapted texts using key vocabulary in a series of simple, related sentences.	Compare and contrast two similarly themed stories from text within the grade 1-2 text complexity level using key vocabulary in expanded sentences of emerging complexity.	Compare and contrast two similarly themed grade-level stories producing clear and coherent ideas using precise, vocabulary in multiple, complex sentences.	
Learning Supports	L1 text and/or support Venn diagram Small group Pictures and Photographs Gestures Think -aloud Word/Picture Wall	L1 text and/or support Venn diagram Small group Sentence frames Think -aloud Word/Picture Wall	L1 text and/or support Venn diagram Think -aloud Word Wall	Venn diagram Think -aloud	Venn diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.b WIDA ELDS: 2 Reading Speaking Listening	Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels.	Apply vowel pattern rules, when reading, <i>using a vowel</i> Charts.			VU	Digraph, diphthongs
					LFC	<b>Follow directions</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply vowel pattern rules, when reading selected, high-frequency, single words.	Apply vowel pattern rules, when reading selected words and phrases from leveled texts.	Apply vowel pattern rules, when reading from leveled texts.	Apply vowel pattern rules, when reading from texts with grade 1-2 complexity levels.	Apply vowel pattern rules, when reading from grade-level texts.	
Learning Supports	Partner work Word/Picture Wall Vowel Charts Visuals L1 support Manipulatives	Partner work Word/Picture Wall Vowel Charts Visuals L1 support Manipulatives	Partner work Word Wall Vowel Charts	Partner work Vowel Charts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.d WIDA ELDS: 2 Reading Speaking Listening	Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er).			Decode words with prefixes and suffixes <i>using</i> Word Walls <i>and</i> Charts.	VU	Prefixes, suffixes; content-based, grade-level vocabulary
					LFC	<b>Prefix/suffix placement</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode high-frequency words with common prefixes and suffixes.	Decode familiar words with common prefixes and suffixes used in phrases.	Decode familiar words with common prefixes and suffixes from leveled texts.	Decode words within grade 1-2 complexity levels with common prefixes and suffixes.	Decode grade-level words with common prefixes and suffixes.	
Learning Supports	Partner work Word/Picture Wall Visuals L1 support Gestures Affix Charts	Partner work Word/Picture Wall Visuals L1 support Affix Charts	Partner work Word Wall Affix Charts	Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.e WIDA ELDS: 2 Reading Speaking Listening	Identify grade-appropriate commonly and irregularly spelled words (e.g., bread, love, would, could, their, there, none, both).			Identify grade level irregularly spelled words <i>using a Word Wall</i> .	VU	Irregularly; content-based, grade-level vocabulary
					LFC	<b>Simple sentences</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify high-frequency, irregularly-spelled words.	Identify selected, irregularly-spelled words in phrases.	Identify irregularly-spelled words in adapted texts.	Identify irregularly-spelled words within the grade 1-2 complexity level.	Identify grade-level irregularly-spelled words.	
Learning Supports	Pictures and Photographs Word/Picture Wall L1 support	Pictures and Photographs Word/Picture Wall L1 support	Word Wall	Word Wall		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.f WIDA ELDS: 2 Reading Speaking Listening	Read grade-appropriate irregularly spelled words.			Read grade level irregularly spelled words with accuracy and expression <i>using a</i> Word Wall.	VU	Irregular; content-based, grade-level vocabulary
					LFC	<b>Simple sentences</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read high-frequency, irregularly-spelled high frequency words.	Read selected, irregularly spelled words in phrases with fluency and accuracy.	Read key, irregularly-spelled words with fluency and accuracy in adapted texts.	Read irregularly-spelled words with fluency and accuracy in texts within the grade 1-2 complexity level.	Read grade-level irregularly spelled words with fluency and accuracy.	
Learning Supports	Pictures and Photographs Word/Picture Wall L1 support	Pictures and Photographs Word/Picture Wall L1 support	Word Wall	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.a WIDA ELDS: 2 Reading Speaking Listening	Read grade-level text with purpose and understanding.	Read text, orally explain the purpose and demonstrate comprehension by <i>using graphic organizers</i> .			VU	Content-based, grade-level vocabulary
					LFC	Sentence structure appropriate to ELP level
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade-level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text, state or repeat the purpose and demonstrate comprehension using gestures and illustrated words or answer choice questions.	Read grade-level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts, explain the purpose and demonstrate comprehension using selected vocabulary in key phrases and short sentences.	Read adapted grade-level texts orally explain the purpose and demonstrate comprehension using key vocabulary in a series of simple, related sentences.	Read texts within grade 1-2 complexity band, orally explain the purpose and demonstrate comprehension using key vocabulary in expanded sentences with emerging complexity.	Read grade-level texts, orally explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 support Choice questions Graphic organizer Word/Picture Wall	L1 support Choice questions Graphic organizer Word/Picture Wall	Graphic organizer Word Wall	Graphic organizer		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.2.4.b WIDA ELDS: 2 Reading Speaking Listening	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		Read text orally and apply phonetic rules and schemata to read text with sufficient fluency and accuracy <i>using phonics</i> Charts <i>and illustrations</i> .		VU	Pace, fluency
					LFC	Sentence structure related to ELP level and demonstrate understanding of punctuation when reading aloud
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read selected single words from leveled text orally with accuracy, appropriate rate, and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read selected short phrases from leveled text orally with accuracy, appropriate rate, and expression.	Read adapted text orally with accuracy, appropriate rate, and expression on successive readings.	Read texts within grade 1-2 complexity band orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Learning Supports		Phonics Charts Illustrations Diagrams/drawings Native language support Word/Picture Wall	Phonics Charts Illustrations Diagrams/drawings Native language support Word/Picture Wall	Phonics Charts Illustrations Diagrams/drawings	Phonics Charts	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.2.4.c WIDA ELDS: 2 Reading Speaking Listening	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.		Use context to confirm or self-correct oral reading, rereading when necessary <i>using a checklist</i> .		VU	Context clues, confirm, reread, self-correct; content-based, grade-level vocabulary
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade-level text in L1 and/or unknown, high-frequency words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade-level text in L1 and/or confirm selected unknown words in key phrases from a leveled text by using sentence-level context clues, cognates and schemata.	Use context to confirm the meaning of key, unknown words in an adapted text by using sentence and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of key, unknown words in a text within grade 1-2 complexity band using sentence and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade-level text by using sentence and extended context clues, cognates and schemata.	
Learning Supports	Teacher Support L1 support Pictures and Photographs Word/Picture Wall	Teacher Support L1 support Pictures and Photographs Word/Picture Wall	Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.2.2 WIDA ELDS: 2-5 Writing Speaking Listening	Apply the writing process to develop an informative/explanatory composition that introduces the topic, provides researched facts and definitions to develop specific points, and includes a closing sentence.		Write an informative/explanatory composition applying the steps of the writing process <i>using a graphic organizer or</i> Template.		VU	Informative, explanatory, planning, prewriting, revising, editing, draft, rewrite
					LFC	Sentence structure, verb forms, subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write an informative/explanatory text in L1 and/or use single, illustrated words in phrase patterns and that represent key ideas.	Write an informative/explanatory text in L1 and/or use selected vocabulary in key phrases and short sentences.	Write an informative/explanatory text using key vocabulary in a series of simple, related sentences.	Write an informative/explanatory text using key vocabulary in expanded sentences with emerging complexity.	Write an informative/explanatory text producing clear and coherent writing using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 text and/or support Graphic organizer Word/picture wall Template Pictures and Photographs	L1 text and/or support Graphic organizer Word/Picture Wall Template Sentence frames	Graphic organizer Template Word Wall	Graphic organizer	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.5; L.2.1.f; L.2.2.e WIDA ELDS: 2-5 Writing Speaking Listening	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences as well as check and correct spellings by using beginning dictionaries or other reference materials.	Revise writing by using proofreading markings, checking spell and editing sentence structure <i>using picture and digital dictionaries, technology and a partner.</i>			VU	Revise, edit, proofread
					LFC	Simple and compound sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Revise writing of complex sentences in L1 and/or drawings with single words, and phrases using proofreading markings, dictionaries, and peer review.	Revise writing of complex sentences in L1 and/or phrases and simple sentences using proofreading markings, dictionaries, and peer review.	Revise writing of simple sentences using proofreading markings, digital checks, dictionaries, and peer review.	Revise writing of expanded sentences with emerging complexity using proofreading markings, digital checks, dictionaries and peer review.	Revise writing of multiple, complex sentences using proofreading markings, digital checks, dictionaries and peer review.	
Learning Supports	Word/Picture Wall Partner work Bilingual dictionary Technology and Technological Resources Pictures and Photographs Native language support	Word/Picture Wall Partner work Bilingual dictionary Technology and Technological Resources Pictures and Photographs Native language support	Word Wall Partner work Bilingual dictionary Technology and Technological Resources	Partner work	Partner work	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.6 WIDA ELDS: 2-5 Writing Speaking Listening	With guidance and support, work with a group of peers to produce and publish a piece using digital tools (e.g., a wiki).			Produce and publish a writing piece digitally <i>using modeled writing and technological resources.</i>	VU	Digital, produce, publish, specific to text
					LFC	Sentence structure, verb forms, subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce and publish a writing piece in L1 and/or using pictures and selected, illustrated vocabulary in key phrase patterns	Produce and publish a writing piece in L1 and/or using selected vocabulary in key phrases and short sentences.	Produce and publish a piece of writing using key vocabulary in a series of simple, related sentences.	Produce and publish a piece of writing using key vocabulary in expanded sentences with emerging complexity.	Produce and publish a piece of writing using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 support Pictures and Photographs Small group/ triads Technological resources	L1 support Word/Picture Wall Sentence frames Small group/ triads Technological resources	Technological resources Small group/ triads Word Wall	Technological resources Small group/ triads	Technological resources Small group/ triads	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
W.2.8 WIDA ELDS: 2-5 Writing Speaking Listening	Compose a response to a question based on recalled experiences or information gathered from provided sources.	Compose a response based on recalled information from experiences or gathered information <i>using</i> Shared Writing <i>and notes</i> .	VU	Compose, recall, gather, experience	
			LFC	Complex sentences; increasing specificity of sentence structure	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a response based on information gathered and recalled experiences in L1 and/or using pictures, drawings and selected vocabulary in phrase patterns.	Write a response based on information gathered and recalled experiences in L1 and/or use selected vocabulary in key phrases and short sentences.	Write a response based on information gathered and recalled experiences using key vocabulary in a series of simple, related sentences.	Write a response based on information gathered and recalled experiences using key vocabulary in expanded sentences with emerging complexity.	Write a response based on information gathered and recalled experiences using precise vocabulary in multiple, complex sentences.
Learning Supports	Shared Writing Word/Picture Wall L1 support Illustrations/diagrams/drawings	Shared Writing Word/Picture Wall L1 support Sentence frames	Shared Writing Word Wall	Shared Writing	



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.1.a, b, c W.2.8 WIDA ELDS: 1-5 Writing Speaking Listening	Through respectful interchange and balanced participation, develop textual connections and meaning through book discussions in small and larger group settings to clarify understanding.			Develop connections and meaning through discussions following the rules of conversations in groups to clarify understanding <i>using cue cards</i> , Word Wall and <i>partner work</i> .	VU	Clarify, connections
					LFC	Interrogative and declarative sentences; verbs, verb phrases in questions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop connections and meaning to clarify understanding in L1 and/or answer questions using gestures, pictures and selected single words.	Develop connections and meaning to clarify understanding in L1 and/or use selected vocabulary in key phrases or short sentences.	Develop connections and meaning to clarify understanding using key vocabulary in a series of simple, related sentences.	Develop connections and meaning to clarify understanding using key vocabulary in expanded sentences with emerging complexity.	Develop connections and meaning to clarify understanding using precise vocabulary in multiple, complex sentences.	
Learning Supports	Cue Cards L1 support Partner work Word/Picture Wall Choice questions	Cue Cards Sentence frames L1 support Partner work Word/Picture Wall	Cue Cards Word Wall Partner work	Cue Cards Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.3 WIDA ELDS: 1-5 Speaking Listening	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.				VU	Question words, clarify, specific to text
					LFC	Verbs, verb phrases in questions, questions with increasing specificity, specific to text
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or ask and answer choice questions using gestures, pictures and selected words in memorized phrases.	Ask and answer questions in L1 and/or ask and answer “WH” questions using selected vocabulary in key phrases and short sentences.	Ask and answer questions using key vocabulary in a series of simple, related sentences.	Ask and answer questions using key vocabulary in expanded and some complex sentences.	Ask and answer questions using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 support Partner work Cue cards Word/Picture Wall Gestures	L1 support Partner work Cue cards Word/Picture Wall Sentence frame	Cue cards Word Wall Partner work	Cue cards Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.6 WIDA ELDS: 1-5 Speaking Listening	Produce complete sentences when appropriate to task or situation in order to provide information to others.		Produce complete sentences when appropriate to task and situation <i>using cue cards, Word Walls and pictures.</i>	VU	Content-related vocabulary	
				LFC	<b>Complete sentences</b>	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce multiple, complex sentences, appropriate to task and situation in L1 and/or speak using pictures, gestures and key, single words in memorized phrases, appropriate to task and situation.	Produce multiple, complex sentences, appropriate to task and situation in L1 and/or speak using pictures, phrases and short sentences appropriate to task and situation.	Produce simple, related sentences appropriate to task and situation.	Produce expanded and some complex sentences appropriate to task and situation.	Produce multiple, complex sentences with varying grammatical structures, appropriate to task and situation.	
Learning Supports	Word/Picture Wall Cue cards L1 support Pictures Cloze sentences	Word/Picture Wall Cue cards Sentence frame L1 support Pictures	Word Wall Cue cards	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.4.b WIDA ELDS: 2 Writing Speaking	Using both the meaning of a known prefix and a known root word, define a newly formed word in which the prefix was added to the root word.			Determine the meaning of a newly formed word using the meaning of previously taught prefixes and root words <i>using a Word Wall and Charts.</i>	VU	Prefixes, root words
					LFC	Root words; prefixes specific to text
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the meaning of previously taught, selected vocabulary words with added affixes and match to pictures.	Identify the meaning of previously taught, selected vocabulary words with added affixes and match to sentence frames.	Identify the meaning of previously taught, key vocabulary words with added affixes from adapted texts.	Identify the meaning of previously taught, key vocabulary words with added affixes in grade level band.	Identify the meaning of new words containing prefixes from grade-level texts.	
Learning Supports	Word Wall Pictures/photographs L1 support Charts	Word Wall Pictures/photographs Sentence frames Charts	Word Wall Charts	Charts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.4.e WIDA ELDS: 2 Writing Speaking	Determine or clarify the meaning of unfamiliar words using a glossary or beginning dictionary (print or digital).			Determine or clarify the meaning of words or phrases <i>using print or digital dictionaries</i> .	VU	Guide words, alphabetizing
					LFC	<b>Identify parts of speech</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine or clarify the meaning of key words by using L1 and/or by locating the correct words and pictures.	Determine or clarify the meaning of words or phrases by using L1 and/or using short phrases and drawings.	Determine or clarify the meaning of key words by using a series of simple, related sentences.	Determine or clarify meaning of key words by using expanded and some complex sentences.	Determine or clarify the precise meaning of key words by using multiple, complex sentences.	
Learning Supports	L1 text and/or support Reference materials Word/picture Bank	L1 text and/or support Reference materials Word/picture Bank	Reference materials Word Bank	Reference materials		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.6 WIDA ELDS: 2 Writing Speaking	Use familiar words and phrases acquired through conversations, reading and being reading to and responding to texts, including adjectives and adverbs to describe appropriately.			Appropriately describe using words and phrases acquired through conversations, reading, and read-alouds <i>using a Word Wall and pictures</i> .	VU	Appropriately; phrases conversations
					LFC	<b>Adjectives, adverbs</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds in L1 and/or use words and gestures to identify symbols, icons, and environmental print.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds in L1 and/or in phrases and short sentences with illustrations.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds in multiple, simple sentences.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds in expanded and some complex sentences.	Appropriately describe events, characters, etc. using words and phrases acquired through conversations, reading, and read-alouds in multiple, complex sentences.	
Learning Supports	Word/Picture Wall Pictures/photographs L1 support Cloze sentence Gestures	Word/Picture Wall Pictures/photographs L1 support Sentence frames	Word Wall Pictures/photographs	Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.2.1 WIDA ELDS: 2 Reading Speaking	Show comprehension of an event found in an informational text by asking and answering questions about key details such as <i>who, what, where, when, why</i> and <i>how</i> .		Ask and answer questions for comprehension about details in an informational text by asking wh- questions <i>using a Story Map</i> .		VU	Question words (who, what, when, where, why, how); content-based, grade-level vocabulary
					LFC	Verb and verb phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or answer “who, what, when, and where” questions from leveled text using gestures, Pictures, drawings and selected, illustrated vocabulary.	Ask and answer questions in L1 and/or from leveled text ask and answer “wh” questions using selected vocabulary in phrases and short sentences.	Ask and answer questions from leveled text using key vocabulary in a series of simple, related sentences.	Ask and answer questions from text within the grade-level band using key vocabulary in expanded and some complex sentences.	Ask and answer questions from grade-level text using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Partner work L1 text and/or support Word/picture Wall Pictures Gestures	Story Map Partner work L1 text and/or support Word/picture Wall Sentence Frames	Story Map Partner work Word Wall	Story Map	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.2 WIDA ELDS: 2 Speaking Writing	Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures.				VU	Recall, describe, message, moral, illustrations; content-based, grade-level vocabulary
					LFC	Nouns, pronouns, adjectives, present progressive, adverbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe and retell main idea and details in L1 and/or by creating visual representations of the main idea and using or copying high frequency, selected words.	Describe and retell main idea and details in L1 and/or by matching short, formulaic sentences with selected vocabulary to illustrations.	Describe and retell main idea and details using key vocabulary in a series of simple, related sentences.	Describe and retell main idea and details using key vocabulary in multiple, expanded and some complex sentences.	Describe and retell the main idea and details using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Web L1 support Pictures Word/picture Wall	Story Map Web L1 support Pictures Word/picture Wall Sentence Frame	Story Map Web Partner work	Story Map		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.3 WIDA ELDS: 2 Speaking Writing	Describe how characters respond to major story events and challenges.				VU	Characters, event, challenge; content-based, grade-level vocabulary
					LFC	Adjectives/noun, adverbs/verb placement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with selected words using gestures and answering yes/no or either/or questions.	Describe how characters respond to major events and challenges in a story in L1 and/or using drawings, Pictures and selected vocabulary in phrases and short sentences.	Describe how characters respond to major events and challenges in a story using key vocabulary in a series of simple, related sentences.	Describe how characters respond to major events and challenges in a story using key vocabulary in multiple, expanded and some complex sentences.	Describe how characters respond to major events and challenges in a story using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Word/picture Wall Pictures/Photographs L1 support Gestures Choice Questions	Story Map Word/picture Wall Pictures/Photographs L1 support Partner work Sentence Frames	Story Map Word Wall Pictures/Photographs	Story Map	Story Map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.2.5 WIDA ELDS: 2 Speaking Writing	Describe the structure of a story, including a description of the introduction and closing action.		Describe story events by <i>using a graphic organizer</i> .		VU	Story elements: beginning, middle, end, characters, setting, problem, solution; content-based, grade-level vocabulary
					LFC	<b>Transition words</b>
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe the overall structure of a story in L1 and/or use gestures, Pictures, drawings and selected words, or answer choice questions.	Describe the overall structure of the story in L1 and/or use Pictures and selected vocabulary in phrases and short sentences.	Describe the overall structure of a story using key vocabulary in a series of simple, related sentences.	Describe the overall structure of a story using key vocabulary in multiple expanded and some complex sentences.	Describe the overall structure of a story using precise vocabulary in multiple, complex sentences.
Learning Supports		Story Map Pictures/Photographs Word/picture Wall L1 support Choice Questions	Story Map Pictures/Photographs Word/picture Wall L1 support Sentence Frames	Story Map Pictures/Photographs Word Wall	Story Map	Story Map

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.6 WIDA ELDS: 2 Reading Writing Speaking	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' point of view.			Acknowledge differences about specific characters based on what the character says (dialogue) and does (action) <i>using props and</i> Partner work.	VU	Point of view; content-based, grade-level vocabulary
					LFC	<b>Present tense</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Acknowledge differences in characters' points of view by speaking in a different voice in L1 and/or in a leveled text by repeating words and using proper voice inflection.	Acknowledge differences in characters' points of view by speaking in a different voice in L1 and/or in leveled text by restating phrases with proper voice inflection.	Acknowledge differences in story characters' points of view in leveled texts by speaking in a different voice and using voice inflection to match simple sentences /quotes with characters in the story.	Acknowledge differences in characters' points of view in texts within grade-level band by speaking in a different voice and using voice inflection using key vocabulary in expanded and some complex sentences.	Acknowledge differences in characters' points of view in grade-level texts by speaking in a different voice and using voice inflection using precise vocabulary in multiple, complex sentences.	
Learning Supports	Manipulatives Pictures and Photographs Word/picture Wall L1 support Partner work	Manipulatives Pictures and Photographs Word/picture Wall L1 support Partner work Sentence Frame	Manipulatives Pictures and Photographs Partner work	Manipulatives Partner work	Manipulatives	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.7 WIDA ELDS: 2 Speaking Writing	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.			Describe characters, setting, or plot <i>using a</i> Story Map and illustrations.	VU	Characters, setting, plot; content-based, grade-level vocabulary
					LFC	<b>Narrative elements</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe characters, setting, and plot in L1 and/or using representations and high-frequency words to demonstrate key ideas.	Describe characters, setting, and plot in L1 and/or using selected vocabulary in short phrases with formulaic patterns.	Describe characters, setting, and plot by using key vocabulary in simple, related sentences.	Describe characters, setting, and plot using key vocabulary in multiple, expanded and some complex sentences.	Describe characters, setting, and plot using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Word/picture Wall Teacher Modeling Template L1 support Pictures and Photographs	Story Map Word/picture Wall Teacher Modeling Template L1 support Pictures and Photographs Sentence Frame	Story Map Word Wall Teacher Modeling/Template	Story Map		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.9 WIDA ELDS: 2 Reading Writing	Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors.			Compare and contrast two versions of the same story <i>using a graphic organizers</i> , Word Wall <i>and</i> Pictures.	VU	Compare, contrast, perspective; content-based, grade-level vocabulary
					LFC	<b>Transitional phrases</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast two versions of the same story in L1 and/or using Pictures, drawings and high frequency, single words or phrases.	Compare and contrast two versions of the same story in L1 and/or using selected vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast two versions of the same story using key vocabulary in simple, related sentences.	Compare and contrast two versions of the same story using key vocabulary in expanding and some complex sentences.	Compare and contrast two versions of the same story using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers Word/picture Wall Pictures L1 support Cloze sentences	Graphic Organizers Word/picture Wall Pictures L1 support Sentence Frame	Graphic Organizers Word Wall Sentence Starter	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.2.10 WIDA ELDS: 2 Reading Writing Speaking	Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				VU	Nonfiction, proficient, complexity; content-based, grade-level vocabulary
					LFC	Varies according to reading task
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read and comprehend a variety of grade level literature in L1 and/or using a leveled text and excerpts from grade-level text, use selected words to complete a graphic organizer.	Read and comprehend a variety of grade-level literature in L1 and/or using a leveled text and excerpts from grade level text, use selected phrases to complete a graphic organizer.	Read and comprehend a variety of adapted literature and excerpts from grade-level text using key vocabulary in simple related sentences.	Read and comprehend a variety of literature within the grade level band using key vocabulary in expanded and some complex sentences.	Read and comprehend a variety of grade-level literature using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizer Phrase Citations Illustrations L1 support Partner work	Graphic Organizer Sentence Citations Illustrations L1 support	Graphic Organizer	Graphic Organizer		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.2; RI.2.6 WIDA ELDS: 2-5 Reading Speaking Writing	Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.		Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe in the text <i>using guiding questions and a graphic organizer</i> .		VU	Identify, purpose, Main idea; content-based, grade-level vocabulary
					LFC	Subject-verb agreement Simple related sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the main idea of a text and whether the author’s purpose is to explain or describe using L1 and/or by pointing to Pictures that represent an explanation or description.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using L1 and/or by matching phrases and short sentences with Pictures and purpose.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using key vocabulary in a series of simple, related sentences.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using key vocabulary in expanded and some complex sentences.	Identify the main idea of a text and whether the author’s purpose is to answer, explain, or describe using precise vocabulary in multiple, complex sentences.	
Learning Supports	Guiding Questions Graphic Organizer L1 text and/or support Pictures Gestures Word/picture Wall	Guiding Questions Graphic Organizer L1 text and/or support Illustrations Word/picture Wall	Guiding Questions Graphic Organizer Word Wall	Guiding Questions Graphic Organizer	Guiding Questions	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.3 WIDA ELDS: 2-5 Speaking Writing	Using informational texts, describe connections between technical procedures.		Describe the relationship between technical procedures <i>using graphic organizers</i> .		VU	Relationship, technical procedure; content-based, grade-level vocabulary
					LFC	Nouns, pronouns, conjunctions, transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe connections between technical procedures in L1 and/or match Pictures with information using selected words or phrase patterns.	Describe connections between technical procedures in L1 and/or identify important information using selected vocabulary in phrases and short sentences.	Describe connections between technical procedures using key vocabulary in a series of simple, related sentences.	Describe connections between technical procedures using key vocabulary in expanded and some complex sentences.	Describe connections between technical procedures using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 text and/or support Partner Pictures Graphic Organizer Word/picture Wall	L1 text and/or support Partner Graphic Organizer Word/picture Wall	Small group/ triadss Graphic Organizer Word Wall			



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.4 WIDA ELDS: 2-5 Reading Speaking Writing	Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject.			Define words and phrases according to usage in text and text features <i>using</i> Pictures, <i>dictionaries</i> and Partner work.	VU	Text features, context clues; content-based, grade-level vocabulary
					LFC	Sentences with context clues, punctuation, restatement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Define words and phrases according to usage in text and text features in L1 and/or use illustrations, drawings and high frequency words and phrases that represent key ideas.	Define words and phrases according to usage in text and text features in L1 and/or use Pictures and selected vocabulary in phrases and short sentences.	Define words and phrases according to usage in text and text features using key vocabulary in a series of simple, related sentences.	Define words and phrases according to usage in text and text features using key vocabulary in expanding and some complex sentences.	Define words and phrases according to usage in text and text features using precise vocabulary in multiple, complex sentences.	
Learning Supports	Picture Dictionary Pictures Partner work L1 support Cloze sentences Word/picture Wall	Picture Dictionary Pictures Partner work L1 support Sentence Frame Word/picture Wall	Picture Dictionary Pictures Partner work Word Wall	Picture Dictionary		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.7 WIDA ELDS: 2-5 Speaking Reading	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information				VU	Describe, explain, image, contribute; content-based, grade-level text
					LFC	Present progressive text, adverbs, adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe and explain how an image contributes to the text in L1 and/or repeat selected words that match a description of the image.	Describe and explain how the images contribute to the text using L1 and/or using Pictures and selected vocabulary in phrases and short sentences.	Describe and explain how an image contributes to the text using key vocabulary in a series of simple, related sentences.	Describe and explain how an image contributes to the text using key vocabulary in expanded and some complex sentences.	Describe and explain how an image contributes to the text using precise vocabulary in multiple, complex sentences.	
Learning Supports	Partner Visuals L1 text and/or support Pictures	Partner Visuals L1 text and/or support	Partner Visuals			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.2.9 WIDA ELDS: 2-5 Reading Writing	Compare and contrast the most important points presented by two texts on the same topic.		Compare and contrast the main points in two texts with the same theme <i>using a Venn diagram</i> .		VU	Compare and contrast, Venn diagram; content-based, grade-level vocabulary
					LFC	Adjectives, conjunctions, comparatives, superlatives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast the most important points in two texts on the same topic in L1 and/or using Pictures, drawings and high frequency, single words or phrases.	Compare and contrast the most important points in two texts on the same topic in L1 and/or using selected vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast the most important points in two texts on the same topic using key vocabulary in simple, related sentences.	Compare and contrast the most important points in two texts on the same topic using key vocabulary in expanding and some complex sentences.	Compare and contrast the most important points in two texts on the same topic using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers (semi-completed) Word/picture Wall Pictures L1 support Cloze sentences	Graphic Organizers (semi-completed) Word/picture Wall Pictures L1 support Sentence Frame	Graphic Organizers Word Wall Sentence Starter	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.2.10 WIDA ELDS: 2-5 Reading	Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend a variety of informational texts using <i>a graphic organizer appropriate to the text</i> .			VU	nonfiction, proficient, complexity
					LFC	varies according to reading task
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read and comprehend a variety of grade level informational text in L1 and/or using a leveled text and excerpts from grade-level text, use selected words to complete a graphic organizer.	Read and comprehend a variety of grade-level informational text in L1 and/or using a leveled text and excerpts from grade level text, use selected phrases to complete a graphic organizer.	Read and comprehend a variety of adapted informational text and excerpts from grade-level text using key vocabulary in simple related sentences.	Read and comprehend a variety of informational text within the grade level band using key vocabulary in expanded and some complex sentences.	Read and comprehend a variety of grade-level, informational text using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers Phrase Citations Illustrations L1 support Partner work	Graphic Organizers Sentence Citations Illustrations L1 support	Graphic Organizers	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.b, c WIDA ELDS: 2 Reading Speaking	Apply vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, vowel diphthongs, and r-controlled vowels.			Apply vowel pattern rules, when reading, <i>using Pictures and vowel chart.</i>	VU	Digraph, diphthongs; content-based, grade-level vocabulary
					LFC	<b>Follow directions</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply vowel pattern rules, when reading common, known, single words.	Apply vowel pattern rules, when reading words and phrases from leveled texts.	Apply vowel pattern rules, when reading from leveled texts.	Apply vowel pattern rules, when reading from texts within grade-level band.	Apply vowel pattern rules, when reading from grade-level texts.	
Learning Supports	Partner Word/picture Wall Vowel Chart Visuals L1 support Manipulatives	Partner Word/picture Wall Vowel Chart Visuals L1 support Manipulatives	Partner Word Wall	Partner		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.d WIDA ELDS: 2 Reading Speaking	Decode words with common prefixes (e.g., un-dis-re-) and suffixes (e.g., -ful, less, -er).		Decode words with prefixes and suffixes <i>using Word Walls and charts.</i>	VU	Prefixes, suffixes; content-based, grade-level vocabulary	
				LFC	Sentences with words with prefixes and suffixes	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode and/or repeat familiar words with selected prefixes and suffixes.	Decode familiar words with selected prefixes and suffixes used in phrases.	Decode familiar words with common prefixes and suffixes from leveled texts.	Decode words with common prefixes and suffixes from texts within grade-level band.	Decode words with common prefixes and suffixes in grade-level texts.	
Learning Supports	Partner Word/picture Wall Visuals L1 support Gestures Prefix and suffix Chart	Partner Word/picture Wall Visuals L1 support Prefix and Suffix Chart	Partner Word Wall Prefix and suffix Chart	Partner		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.e WIDA ELDS: 2 Reading	Identify common irregularly spelled words (e.g., <i>bread, love, would, could, their, there, none, both</i> ).			Identify grade-level irregularly spelled words using a Word Wall and flashcards.	VU	Irregularly; content-based, grade-level vocabulary
					LFC	<b>Simple sentences</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify selected irregularly spelled words and match to pictures or drawings.	Identify irregularly spelled selected words in phrases and match to pictures.	Identify irregularly spelled words in adapted texts.	Identify irregularly spelled words in texts within the grade-level band.	Identify grade-level irregularly spelled words.	
Learning Supports	Pictures/Photographs Word/picture Wall L1 support Flashcards	Pictures/Photographs Word/picture Wall L1 support Flashcards	Word Wall Flashcards	Flashcards		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.3.f WIDA ELDS: 2 Reading Speaking	Read grade-appropriate texts irregularly spelled words.			Read grade-level , irregularly spelled words with <i>using a Word Wall and Pictures</i> .	VU	Irregular; content-based, grade-level vocabulary
					LFC	<b>Simple sentences</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read selected, irregularly-spelled words in excerpts of grade-level text.	Read selected irregularly-spelled words in phrases and excerpts from grade-level texts.	Read irregularly-spelled, common words in adapted texts.	Read irregularly-spelled words in texts within the grade-level band.	Read grade-level, irregularly spelled words.	
Learning Supports	Pictures/Photographs Word/picture Wall L1 support	Pictures/Photographs Word/picture Wall L1 support	Word Wall	Word Wall		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.a WIDA ELDS: 2 Reading Speaking Writing	Read grade-level text with purpose and understanding.	Read text and orally explain the purpose and demonstrate comprehension by <i>using graphic organizers and outlines.</i>			VU	Content-based, grade-level vocabulary
					LFC	Sentence structure appropriate to ELP level
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose and demonstrate comprehension in single word answers to choice questions.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Read adapted grade-level texts and orally explain the purpose and demonstrate comprehension using key vocabulary in a series of simple, related sentences.	Read texts with the grade-level band and orally explain the purpose and demonstrate comprehension using key vocabulary in expanded and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizer Outlines Word/picture Wall L1 support Choice Questions	Graphic Organizer Outlines Word/picture Wall L1 support Sentence frames	Graphic Organizer Outlines Word Wall	Graphic Organizer Outlines		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level text orally with accuracy, appropriate rate, and expression.				VU	Pace, fluency; content-based, grade-level vocabulary
					LFC	Sentence structure related to ELP level and demonstrate understanding of punctuation when reading aloud
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read single words from leveled text orally with accuracy, appropriate rate, and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read short phrases from leveled text orally with accuracy, appropriate rate, and expression.	Read adapted text orally with accuracy, appropriate rate, and expression on successive readings.	Read text within the grade-level band orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Learning Supports	Phonics chart Illustrations/Drawings L1 support Word/picture Wall	Phonics chart Illustrations/Drawings L1 support Word/picture Wall	Phonics chart Illustrations/Drawings			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.2.4.c WIDA: 2 Reading	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.			Use context to confirm and demonstrate oral reading skills by self-correcting by rereading when necessary <i>using a checklist</i> .	VU	Context clues, confirm, reread, self-correct; content-based, grade-level vocabulary
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown selected words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade-level text in L1 and/or use selected phrases from a leveled text using sentence-level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in an adapted text using sentence-level context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown words in text within the grade level band using sentence-level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade-level text by using sentence-level and extended context clues, cognates and schemata.	
Learning Supports	Guided group with teacher L1 support Pictures/Photographs Word/picture Wall	Guided group with teacher L1 support Pictures/Photographs Word/picture Wall	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.1 WIDA ELDS: 2 Writing	Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.			Express an opinion in writing with supporting reasons, linking words and a conclusion <i>using a graphic organizers, Word Wall and shared writing</i>	VU	Opinion, reasons; content-based, grade-level vocabulary
					LFC	Sentences with linking phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using Pictures, gestures and key words or memorized phrases.	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using key vocabulary in phrases and short sentences.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in simple, related sentences.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in expanded and some complex sentences.	Express an opinion in writing with supporting reasons, linking words and a conclusion using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers Shared Writing Word/picture Wall L1 support Gestures	Graphic Organizers Shared Writing Word/picture Wall L1 support Sentence Frame	Graphic Organizers Shared Writing Word Wall	Graphic Organizers Shared Writing	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.2.5 WIDA ELDS: 2 Writing	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		Revise writing by using proofreading markings, checking spelling and editing sentence structure <i>using picture and digital dictionaries and Technology and Technological Resources</i> to check spelling.		VU	Revise, edit, proofread; content-based, grade-level vocabulary
					LFC	Simple and compound sentences
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Revise writing of complex sentences in L1 and/or drawings with selected words, and phrases using proofreading markings, dictionaries, and peer review.	Revise writing of complex sentences in L1 and/or phrases and short sentences using proofreading markings, dictionaries, and peer review.	Revise writing of a series of simple, related sentences using proofreading markings, digital checks, dictionaries, and peer review.	Revise a paragraph of expanded and some complex sentences using proofreading markings, digital checks, dictionaries and peer review.	Revise a paragraph of multiple, complex sentences using proofreading markings, digital checks, dictionaries and peer review.
Learning Supports		Word/picture Wall Partner Bilingual and/or Picture Dictionaries Computer or Ipad Pictures L1 support Drawings	Word/picture Wall Partner Bilingual and/or Picture Dictionaries Computer or Ipad Pictures L1 support	Word Wall Partner Bilingual and/or Picture Dictionaries Computer or Ipad		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.2.6 WIDA ELDS: 2 Writing	With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki).		Produce and digitally publish a writing piece with Small group/ triads/ triads <i>using modeled writing and</i> technological resources.	VU	Digital, produce, publish, content-based, grade-level vocabulary	
				LFC	Sentence structure, verb forms, subject-verb agreement	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce and publish text in L1 and/or use Pictures or drawings and high frequency words in phrases and short sentences.	Produce and publish text in L1 and/or use Pictures and selected vocabulary in phrases and short sentences.	Produce and publish a piece of writing applying the steps of the writing process using key vocabulary in simple, related sentences.	Produce and publish a piece of writing applying the steps of the writing process using key vocabulary in expanded and some complex sentences.	Produce and publish a piece of writing applying the steps of the writing process using precise vocabulary in multiple, complex sentences.	
Learning Supports	Teacher Modeling Teacher Support Small group/ triads L1 support Word/picture Wall Pictures	Teacher Modeling Teacher Support Small group/ triads L1 support Word/picture Wall Sentence Frame	Teacher Modeling Teacher Support Small group/ triads	Small group/ triads Teacher Modeling	Small group/ triads	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.2.7 WIDA ELDS: 2 Writing Reading	Work with a group to research a topic and generate ideas for a writing project.		Research a topic and generate ideas for an informational paragraph <i>using</i> Technology and Technological Resources		VU	Research, topic; content-based, grade-level vocabulary
					LFC	Sentence structure, verb forms, subject-verb agreement
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Research a topic of interest and generate ideas in L1 and/or by listing single words and Pictures that represent key ideas using phrase patterns.	Research a topic of interest and generate ideas in L1 and/or by listing selected vocabulary in phrases and short sentences.	Research a topic of interest and generate ideas to write an informational paragraph with a string of related, simple sentences using key vocabulary.	Research a topic and generate ideas to write an informational paragraph using key vocabulary in expanded sentences with emerging complexity.	Research a topic and generate ideas to write an informational paragraph using precise vocabulary in multiple, complex sentences.
Learning Supports		Technology and Technological Resources Word/picture Wall Picture/bilingual dictionary L1 text and/or support Small group/ triads	Technology and Technological Resources Word/picture Wall Picture/bilingual dictionary L1 text and/or support Small group/ triads	Technology and Technological Resources Word Wall Picture/bilingual dictionary Small group/ triads	Technology and Technological Resources Dictionary Small group/ triads	Technology and Technological Resources Small group/ triads

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.2.8 WIDA ELDS: 2 Writing Speaking Listening	Write a response to a question based on experiences recalled or information gathered from provided sources.		Compose a response based on recalled information from experiences or gathered information <i>using shared writing activities and sentence frames.</i>		VU	Compose, recall, gather, experience; content-based, grade-level vocabulary
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write a response based on information gathered and from experiences in L1 and/or use visuals and selected vocabulary in phrase patterns.	Write a response based on information gathered and from experiences in L1 and/or use visuals and selected vocabulary in phrases and short sentences.	Write a response based on information gathered and from experiences using key vocabulary in a series of simple, related sentences.	Write a response based on information gathered and from experiences using key vocabulary in expanded sentences with emerging complexity.	Write a response based on information gathered and from experiences using precise vocabulary in multiple, complex sentences.
Learning Supports		Shared Writing Word/picture Wall L1 support Illustrations/drawings	Shared Writing Word/picture Wall L1 support Sentence Frames Illustrations/drawings	Shared Writing Word Wall		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.1.a, c, e WIDA ELDS: 2 Writing Speaking	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.	Write and/or speak using collective nouns, reflexive pronouns, adjectives and adverbs <i>using sentence frame and a model</i> .			VU	Content-based, grade-level vocabulary
					LFC	Collective nouns, reflexive nouns, adjectives, adverbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write and speak using Pictures and high frequency, collective nouns, common reflexive pronouns, adjectives and adverbs in single words and memorized phrases.	Write and speak using Pictures and selected collective nouns, common reflexive pronouns, adjectives and adverbs in phrases and short sentences.	Write and speak using key collective nouns, reflexive pronouns, adjectives and adverbs in a series of simple, related sentences.	Write and speak using key collective nouns, reflexive pronouns, adjectives and adverbs in expanded and some complex sentences.	Write and speak using precise collective nouns, reflexive pronouns, adjectives and adverbs in multiple, complex sentences.	
Learning Supports	Teacher Modeling Word/picture Wall L1 support Pictures	Teacher Modeling Word/picture Wall L1 support Sentence Frame	Teacher Modeling Word Wall	Teacher Modeling		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.1.b, d WIDA ELDS: 2 Speaking Writing	Use frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing.			Form and use frequently occurring plural nouns (e.g. feet, children, mice, fish) and irregular past tense verbs <i>using sentence strips and charts</i> .	VU	Plural, irregular plural words; content-based, grade-level vocabulary
					LFC	<b>Number agreement</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Recognize and choose selected, frequently-occurring, irregular plural nouns and past tense verbs by matching words to pictures.	Form and use selected, frequently-occurring irregular plural nouns and past tense verbs in phrases and short sentences.	Form and use key, frequently-occurring, irregular plural nouns in simple, related sentences.	Form and use key, frequently-occurring, irregular plural nouns and past tense verbs in expanded and some complex sentences.	Form and use frequently-occurring, irregular plural nouns and past tense verbs in multiple, complex sentences.	
Learning Supports	Pictures/Photographs L1 support Word/picture Wall Chart	Pictures/Photographs Sentence Frames L1 support Word/picture Wall Chart	Pictures/Photographs Chart			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.1.f WIDA ELDS: 2 Writing	Produce, expand, and rearrange complete simple and compound sentences.			Produce and expand simple and compound sentences by <i>using picture and</i> Teacher Modeling.	VU	Produce, expand; content-based, grade-level vocabulary
					LFC	Simple and compound sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce and expand writing of simple and compound sentences in L1 and/or identify words which will expand simple sentences.	Produce and expand writing of simple and compound sentences in L1 and/or identify phrases which will expand simple sentences.	Produce and expand simple sentences.	Produce and expand simple and some compound sentences.	Produce and expand writing of simple and compound sentences.	
Learning Supports	Word/picture Wall Partner work Illustrations/Drawings Pictures/Photographs L1 support Teacher Modeling	Word/picture Wall Partner work Pictures/Photographs L1 support Teacher Modeling	Word Wall Partner work Teacher Modeling	Partner work Teacher Modeling		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.a WIDA ELDS: 2 Reading Writing	Capitalize holidays, product names, and geographic names when writing.			Identify proper common nouns and apply rules of capitalization <i>using a capitalization poster and Word Wall</i> .	VU	Holidays, product names, geographic places; content-based, grade-level vocabulary
					LFC	<b>Noun/verb agreement</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and apply capitalization rules on holidays, product names, and geographic places in L1 and/or using selected, known proper and common nouns.	Identify and apply capitalization rules on holidays, product names, and geographic places in L1 and/or using selected vocabulary in phrases and short sentences.	Identify and apply capitalization rules on holidays, product names, and geographic places using key vocabulary in a series of simple, related sentences.	Identify and apply capitalization rules on holidays, product names, and geographic places by using key vocabulary in expanded and some complex sentences.	Identify and apply capitalization rules on holidays, product names, and geographic places by using precise vocabulary in multiple, complex sentences.	
Learning Supports	Sentence Frame Word/picture Wall Pictures L1 support	Sentence Frame Word/picture Wall Pictures L1 support Sentence Frame	Template Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.c WIDA ELDS: 2 Writing	Use an apostrophe to form contractions and frequently occurring possessives when writing.	Construct contractions and possessives <i>using models and charts</i> .			VU	Content words to make contractions and possessives
					LFC	Sentences with contractions and possessives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use an apostrophe to form contractions and possessives in isolation.	Use an apostrophe to form contractions and possessives in isolation and in phrases.	Use an apostrophe to form contractions and possessives in isolation and in controlled writing tasks.	Use an apostrophe to form contractions and possessives in writing expanded and some complex sentences.	Use an apostrophe to form contractions and possessives in extended writing on grade-level topics.	
Learning Supports	Teacher Modeling Word/picture Wall Chart L1 support Pictures	Teacher Modeling Word/picture Wall Chart L1 support Pictures	Teacher Modeling Word Wall Chart			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.2.d WIDA ELDS: 2 Writing	Use learned spelling pattern to write words (e.g., cage-badge; boy-boil).	Demonstrate accurate spelling <i>using a dictionary and Technology and Technological Resources for support.</i>			VU	Spell, accurate; content-based, grade-level vocabulary
					LFC	Apply conventional spelling rules
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Demonstrate command of English spelling conventions for high-frequency vocabulary words.	Demonstrate command of English spelling conventions for selected vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key vocabulary within grade-level band.	Demonstrate command of English spelling conventions for content-based vocabulary within grade-level band.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.	
Learning Supports	Reference materials (print and digital; bilingual and English) Word/picture Wall L1 support	Reference materials (print and digital; bilingual and English) Word/picture Wall L1 support	Reference materials (print and digital; bilingual and English) Word Wall	Reference materials (print and digital)	Reference materials (print and digital)	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.2.3.a WIDA ELDS: 2 Writing	Compare writing that is formal and writing that is informal.		Compare the varieties of written English <i>by working with a Small group/ triads and using technological resources</i>		VU	Compare, variety; content-based, grade-level vocabulary
					LFC	<b>Sentence structure</b>
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Compare and contrast examples of language registers in L1 and/or match different words to the same picture, indicating use of registers.	Compare and contrast examples of language registers in L1 and/or identify key words or phrases used that indicate different registers.	Compare and contrast examples of language registers using key vocabulary in a series of simple, related sentences.	Compare and contrast examples of language registers using key vocabulary in a series of expanded sentences with emerging complexity.	Compare and contrast examples of language registers using precise vocabulary in a series of complex sentences.
Learning Supports		L1 support Teacher Support Pictures and Photographs Gestures Technology and Technological Resources	L1 support Teacher Support Pictures and Photographs Technology and Technological Resources	Technology and Technological Resources Small group/ triads/ triads	Technology and Technological Resources	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.4.a WIDA ELDS: 2 Reading	Determine the meaning of unfamiliar words and phrases using sentence-level context clues.			Determine the meaning unknown words <i>using a guiding questions checklist.</i>	VU	Determine; content-based, grade-level vocabulary
					LFC	Sentences with context clues added
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine the meaning of unfamiliar, content-based words in L1 and/or selected words in a leveled text by using sentence level context clues, schemata and cognates.	Determine the meaning of unfamiliar, content-based words in L1 and/or selected words in an adapted text by using sentence level context clues, schemata and cognates.	Determine the meaning of unfamiliar, key vocabulary in an adapted text by using sentence level context clues, cognates and schemata.	Determine the meaning of unfamiliar, key vocabulary in a text within grade-level band by using sentence level context clues, cognates and schemata.	Determine the meaning of unfamiliar, content-based words in a grade-level text by using sentence level context clues, cognates and schemata.	
Learning Supports	Guiding questions Checklist with picture cues Word/picture Wall Picture Dictionaries L1 support	Guiding questions Checklist with picture cues Word/picture Wall Picture Dictionaries L1 support	Guiding questions Checklist Word Wall Picture Dictionaries Partner work	Guiding questions Checklist		



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.4.e WIDA ELDS: 2 Reading Writing	Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.				VU	Guide words, alphabetizing; content-based, grade-level vocabulary
					LFC	<b>Identify parts of speech</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine or clarify the spelling and meaning of words or phrases in L1 and/or locate the meaning of selected vocabulary words and match to Pictures and drawings.	Determine or clarify the spelling and meaning of words or phrases in L1 and/or determine meaning of selected vocabulary words or phrases and match to Pictures and drawings.	Determine or clarify the spelling and meaning of key words by using simple, related sentences.	Determine or clarify the spelling and meaning of key words by using expanded and some complex sentences.	Determine or clarify the spelling and precise meaning of words and phrases using multiple, complex sentences.	
Learning Supports	L1 text and/or support Reference materials	L1 text and/or support Reference materials	Reference materials	Reference materials	Reference materials	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.2.5.a WIDA ELDS: 2 Writing Speaking	Identify real-life connections between words and their use (e.g., <i>describe foods that are sweet</i> ).		Identify connections between words and their use <i>using a semantic web</i> .		VU	Adjectives; content-based, grade-level vocabulary
					LFC	<b>Adjectives, conjunctions</b>
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Identify real-life connections between words and their uses by describing their characteristics orally and in writing in L1 and/or using Pictures and selected single words.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing in L1 and/or using selected vocabulary in key phrases.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using key vocabulary in simple, related sentences.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using key vocabulary in expanded and some complex sentences.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using precise vocabulary in multiple, complex sentences.
Learning Supports		Pictures/Photographs Template Partner work L1 support	Pictures/Photographs Template Sentence Frames Partner work L1 support	Pictures/Photographs Template		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.5.b WIDA ELDS: 2 Speaking Writing	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	Apply words with different shades of meaning among closely related words by using “just the right word” in speaking and writing <i>using paint strips to identify the “different shades.”</i>			VU	Lists of words with nuanced meaning; content-based, grade-level vocabulary
					LFC	<b>Verbs and adjectives</b>
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by selecting between two familiar words to match Pictures and drawings.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by choosing selected words to complete phrases and short sentences.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing using key vocabulary in simple, related sentences.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing using key vocabulary in expanded and some complex sentences.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing using precise vocabulary in multiple, complex sentences.	
Learning Supports	Word/picture Wall L1 support Pictures/Photographs Partner work	Word/picture Wall Sentence Frames L1 support Pictures/Photographs Partner work	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.1.a, b, c WIDA ELDS: 2 Speaking Listening	Respond, one at a time, to topics of discussion regarding a read text, build on input provided by peers, and ask for additional information from peers as needed.		Ask and answer questions in small and large group discussions <i>using</i> Word Wall <i>and</i> L1 support.	VU	Words and phrases that build on or respond to comments; content-based, grade-level vocabulary	
				LFC	Register of language and form to ask questions for clarification	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions in L1 and/or with single words and memorized routines in English, using specific, culturally appropriate verbal and nonverbal cues.	Ask and answer questions in L1 and/or use selected vocabulary in short phrases, using specific, culturally appropriate verbal and nonverbal cues.	Ask and answer questions using key vocabulary in simple, related sentences, using culturally appropriate verbal and nonverbal cues.	Ask and answer questions using key vocabulary in expanded and some complex sentences, using culturally appropriate verbal and nonverbal cues.	Ask and answer questions using precise vocabulary in multiple, complex sentences, using culturally appropriate verbal and nonverbal cues.	
Learning Supports	Partner work Word/picture Wall Visuals L1 support	Partner work Word/picture Wall Visuals L1 support	Small group/ triads Word Wall Posters	Small group/ triads Posters	Small group/ triads Posters	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.2.2 WIDA ELDS: 2 Speaking Listening	Recount or describe key story details or facts of a text (shared orally or through other media).		Describe and retell about key ideas and details from a text <i>using illustrations and</i> Story Map.		VU	Describe, flow charts; content-based, grade-level vocabulary
					LFC	Nouns, pronouns, adjectives, adverbs, prepositional phrases; past tense verbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe and retell main idea and details using L1 and/or by using gestures, Pictures and selected words in memorized phrases.	Describe and retell main idea and details using L1 and/or by using selected vocabulary in phrases and short sentences.	Describe and retell main idea and details using key vocabulary in simple, related sentences.	Describe and retell main idea and details using key vocabulary in expanded and some complex sentences.	Describe and retell main idea and details using precise vocabulary in multiple and complex sentences.	
Learning Supports	L1 support Story Map Partner work Word/picture Wall Pictures Gestures	L1 support Story Map Partner work Word/picture Wall Pictures	Story Map Partner work Word Wall	Story Map		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.2.4 WIDA ELDS: 2 Speaking Listening	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Retell a story following sequence of events with a main idea and details <i>using a Story Map and a Word Wall</i> .		VU	Sequence; content-based, grade-level vocabulary
					LFC	Past tense verbs, perfect aspect (present and past), adverbs of time
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell a story with main idea and details in sequential order in L1 and/or use illustrations, drawings and selected words.	Retell a story with main idea and details in sequential order in L1 and/or use illustrations and selected vocabulary in phrases and short sentences.	Retell a story with main idea and details in sequential order using key vocabulary in a series of simple, related sentences.	Retell a story with main idea and details in sequential order using key vocabulary in expanded and some complex sentences.	Retell a story following sequence of events with a main idea and details using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Word and picture wall Small group/ triads L1 support Gestures Illustrations	Story Map Word and picture wall Small group/ triads L1 support Sentence frames Illustrations	Story Map Word Wall Small group/ triads	Story Map Small group/ triads	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.2.6 WIDA ELDS: 2 Speaking Listening	Speak in complete sentences when appropriate to task or situation in order to provide information to others.		Speak using complete sentences when appropriate to task and situation <i>using cue cards, Word Walls and Pictures.</i>	VU	Content-based, grade-level vocabulary	
				LFC	<b>Complete sentences</b>	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Speak using Pictures, gestures and selected words in memorized phrases, appropriate to task and situation.	Speak using Pictures, phrases and short sentences with formulaic structures, appropriate to task and situation.	Speak using key vocabulary in a series of simple, related sentences, appropriate to task and situation.	Speak using key vocabulary in expanded and some complex sentences, appropriate to task and situation.	Speak using precise vocabulary in multiple, complex sentences, appropriate to task and situation.	
Learning Supports	Word/picture Wall Cue Cards L1 support Pictures Cloze sentences	Word/picture Wall Cue Cards Sentence Frame L1 support Pictures	Word Wall Cue Cards	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.4.b WIDA ELDS: 2 Reading Speaking	Define a newly formed word in which a prefix was added using the meaning of the prefix and root word.			Determine the new meaning of a newly formed word in which a prefix has been added to a root word <i>using a Word Wall</i> .	VU	Prefixes, root words; content-based, grade-level vocabulary
					LFC	Root words; prefixes specific to text
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the meaning of selected words from leveled texts by using Pictures and applying knowledge of prefixes and root words.	Identify the meaning of selected words from leveled texts by applying knowledge of prefixes and root words.	Identify the meaning of key words from adapted texts by applying the knowledge of prefixes and root words.	Identify the meaning of key words from texts within the grade-level band by applying the knowledge of prefixes and root words.	Identify the meaning of new words from grade-level texts by applying the knowledge of prefixes and root words.	
Learning Supports	Word/picture Wall Pictures/Photographs L1 support	Word/picture Wall Pictures/Photographs Sentence Frames L1 support	Word Wall			



Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.2.4.c WIDA ELDS: 2 Reading	Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root.			Determine the meaning of an unknown word that has a known root word <i>using a teacher-created, word generation chart and word games.</i>	VU	Root/base words; content-based, grade-level vocabulary
					LFC	
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine the meaning of a selected, common unknown word from a leveled text or an excerpt from a grade-level text that has a known root word.	Determine the meaning of a selected, unknown word from a leveled text or an excerpt from a grade-level text that has a known root word and match to visuals.	Determine the meaning of a key, unknown from an adapted text that has a known root word.	Determine the meaning of a key, unknown word from a text within the grade-level band that has a known root word.	Determine the meaning of an unknown word from a grade-level text that has a known root word.	
Learning Supports	Word games L1 support Pictures and Photographs Gestures Word/picture Wall	Word games L1 support Pictures and Photographs Word/picture Wall	Word games Word Wall	Word games		

Essential Questions
<ul style="list-style-type: none"><li>• What do students need to know to communicate in school?</li><li>• How do students develop language in a meaningful way?</li><li>• What do students expect to learn in the coming year?</li><li>• What are some different ways that people can be successful?</li><li>• What tools help me learn?</li><li>• How does a student face challenges?</li><li>• What people and places are there to visit in my community?</li></ul>
Enduring Understandings
<ul style="list-style-type: none"><li>• Students will learn basic vocabulary to get started in school.</li><li>• People achieve success in different ways.</li><li>• Although I am the same as my classmates in some ways, I am also unique and have special talents and experiences.</li><li>• Working together in different ways to accomplish goals can be helpful and fun.</li><li>• I am an important part of my community.</li></ul>
Learning Assessments
<ul style="list-style-type: none"><li>• Teacher Observations</li><li>• Checklists</li><li>• Projects</li><li>• Performance Assessments</li><li>• State Assessments</li></ul>